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ABSTRACT

A hearing on reauthorization of the Higher Education Act of 1965 is presented that focuses on programs that provide services to students, including the TRIO Programs: Upward Bound, Talent Search, Educational Opportunity Centers, Special Services, and the training authority. It is proposed that secondary and postsecondary schools be helped to provide improved information and counseling services to students (and graduates) to facilitate their college and employment decision-making. To increase awareness of the availability of student assistance, a national center for postsecondary opportunity is proposed. Additional suggestions include: increased TRIO services and funding that reach the Hispanic community; and focusing TRIO services more directly to meet the unique educational needs of Hispanics. Also considered are the High School Equivalency Program and the College Assistance Migrant Program (HEP/CAMP). CAMP involves tutoring, facilitators, and guidance counselors familiar with the backgrounds and problems of migrant/seasonal farmworkers. Attention is directed to the following issues: the need for multiyear funding for HEP and CAMP; consideration of past performance as a selection criterion for HEP and CAMP funding; and the need for increased appropriations for HEP and CAMP programs. (SW)

ED 275 227

REAUTHORIZATION OF THE HIGHER EDUCATION ACT

TRIO and GEP/CAMP Programs

Volume 2

HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-FIFTH CONGRESS

SECOND SESSION

HELD IN WASHINGTON, DC, JULY 6, 27, 1978

Serial No. 95-47

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TRIO and HEP/CAMP Programs

Volume 5

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NINETY-NINTH CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, DC, JULY 24, 1985

Serial No. 99-47

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REAUTHORIZATION OF THE TRIO AND HEP/CAMP PROGRAMS

WEDNESDAY, JULY 24, 1985

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to call, at 2:08 p.m., in room 311, Cannon House Office Building, Hon. William D. Ford (chairman of the subcommittee) presiding.

Members present: Representatives Bruce, Penny, Gunderson, and McKernan.

Staff present: Thomas R. Wolanin, staff director; Kristin Gilbert, clerk; Rose DiNapoli, minority legislative associate; and Rich DiEugenio, minority senior legislative associate.

Mr. FORD. I am pleased to call to order this hearing of the Subcommittee on Postsecondary Education. We are continuing our hearings on the reauthorization of the programs contained in the Higher Education Act.

This is our 13th hearing here in Washington, and we have thus far completed 9 field hearings across the country. To date there are well over 70 hours of transcript in the record on reauthorization. There are 10 more Washington hearings scheduled after today and 2 more field hearings in Maine and Massachusetts.

Today's hearing will focus on programs to provide services to students, including the TRIO Programs which were originally three programs and are now five: Upward Bound, Talent Search, Educational Opportunity Centers, Special Services, and the training authority.

In addition, we will hear from witnesses concerning the High School Equivalency Program and the College Assistance Migrant Program, known familiarly and collectively as HEP/CAMP.

These programs are a vital complement to the student financial assistance programs. Where the student financial aid programs enable students to overcome the financial barriers to educational opportunity, these programs enable students to overcome the nonfinancial barriers to access and choice in postsecondary education.

I am pleased to welcome as our first panel Ms. Barbara Schamberger, who will be introduced by Senator Jay Rockefeller of the great State of West By God Virginia.

Senator ROCKEFELLER. Thank you, Mr. Chairman. I know I am among friends when I am introduced like that.

I am obviously very pleased that you have given me the opportunity to be here, Mr. Chairman, and allow me not only to introduce the young lady that I am going to but also to focus on the TRIO Programs and their future shape and their future funding needs, which is part and parcel of what you have been doing throughout your career.

Now, today I am privileged to present to you a very distinguished West Virginian, Barbara Schamberger, who has an enormously compelling story that we in West Virginia are now very familiar with. It is a story also that reflects on the merits of one of the TRIO Education Programs, that being Upward Bound.

I am honored to introduce Barbara to this committee, Mr. Chairman. Like everyone else who is acquainted with Barbara and with her story, I am deeply moved by and impressed by her, by her success against substantial odds, and by her commitment to excel both now and in the future.

She is in our state obviously an inspiration to all of our people. In fact, her presence here today demonstrates that she recognizes her role and her responsibility in motivating other young people to do the kinds of things and to aspire to the kinds of honors which are hers.

I am sure Barbara will tell you—I don't know what Barbara is going to tell you, but she may very well tell you about some of the details of her involvement in Upward Bound and its fundamental role in changing her very dramatic life.

To me, she makes West Virginia very, very special, as somebody who came to West Virginia 21 years ago, as I did, as a Vista volunteer, people like Barbara who bring the whole State together and make of it the very special place that we know it to be.

Barbara is very close to her family. She wanted very desperately to be independent and almost left high school to get whatever job was available to her. Her family did not have the money to devote to her future. Moreover, they lived in an area of the State which had very little resources and itself needed a great deal of help.

Fortunately, Upward Bound existed and its funding enabled West Virginia to operate the program in Ritchey County where Barbara lived. Its staff recognized Barbara, discovered Barbara, found Barbara, and that was a pivotal moment, Mr. Chairman, because from that time forward Barbara accepted Upward Bound's challenge and her life changed dramatically.

She drove herself academically, she drove herself socially, she drove herself in terms of all of her habits and ambitions, and she determined to get into college, West Virginia University, to learn, to perform and to grow into a capable, strong and striving person.

Now, she is prepared to leave for Oxford University to study international relations as a result of being awarded the Rhodes Scholarship.

Barbara's Rhodes is a source in West Virginia of unending pride. West Virginia University will be quick to point out that Barbara is the 20th West Virginia University Rhodes Scholar. I would be even more quick to point out that Barbara brings distinction to the Rhodes Scholarship tradition in West Virginia.

She is here, I would guess, to express her appreciation to Upward Bound, that it truly did set her in a new direction and truly did give her special opportunities.

I credit Barbara above all for what has happened in her life, Mr. Chairman. I am not going to credit any Federal program. I credit Barbara.

However, it is a fact that some of the things involved with Upward Bound did make an enormous difference to her and that has been an important part of what I have observed during the time I have been in West Virginia and obviously it has made a difference in Barbara's life.

So, I present to you Barbara Schamberger. She is an honored West Virginian.

In small, rural States, when things happen and when individuals do exceptional things, it lifts those States in special ways. Barbara has lifted West Virginia, made all of us feel stronger, more confident, better about ourselves, and I am honored, Mr. Chairman, to present her to you and to your excellent committee.

Mr. FORD. Thank you.

Barbara, your prepared statement will be inserted in full at this point in the record and you may proceed to add to it, supplement it, summarize it or comment on it in any way that you think will be most helpful to the record of the committee.

STATEMENT OF BARBARA HARMON-SCHAMBERGER, FORMER PARTICIPANT IN UPWARD BOUND, RHODES SCHOLAR, WEST VIRGINIA UNIVERSITY COLLEGE OF ARTS AND SCIENCES

[The prepared statement of Barbara Harmon-Schamberger follows:]

PREPARED STATEMENT OF BARBARA ANN HARMON-SCHAMBERGER

Mr. Chairman, Members of the Subcommittee my name is Barbara Ann Harmon-Schamberger, and I am both honored and pleased to appear before the House Subcommittee on Postsecondary Education on behalf of Upward Bound and the other TRIO Programs.

I have just finished four years of study completing four majors and two Baccalaureates at West Virginia University. In the Fall I will be reading for an M. Phil. in International Relations at St. Catherine College, Oxford University as a Rhodes Scholar.

It has been four long financial aid work filled years up to this point, all of them rewarding and productove. Five years, ago, however, my highest aspiration was a steady paycheck from any reliable source, honorable, illegal or otherwise. My only goal: to stay off food stamps. My world views limited to country boundaries. Not bad views, but certainly far less than those of which I was capable. These weren't just common fears, but experiential ones. You see, West Virginia University's last Rhodes Scholar was the son of a Governor. I, their newest, am the daughter of a welfare mother.

My life has been spent in different places, about sixty-four in California and West Virginia respectively. And our standard of living decreased with each change in the terrain. In West Virginia we have not had running water—ever. We do not have electricity, and until our recent move to Ritchie county, did not have adequate heat. By adequate, I mean warm enough to keep the clothes from freezing solid in the chest-o-drawers. I build a mean fire (though I once put the chimney on blaze) and can wash as well on a rub board as on a thirty-six five gallon bucket filled wringer washer.

My only real complaint was sharing my bath water with our German Shepard who perceived the filled No. 2 washtub as an adequately sized water dish.

True, it was not always this bad. As a very small child I had almost everything a child could want. I did not know at the time though that the luxuries and presents

were a result of a mis-diagnosis of cystic fibrosis. I was not as aware of my illness as much as I was of my mother, D'Annes', devotion and love. That bond that developed made it easy to reciprocate the same display when both her health and her second marriage began to fail.

Though I could not yet read, I began to do the grocery shopping using a list made of cutout magazine pictures, carting the items home in my baby doll buggy. Nor did I feel resentful when the burden of my two younger siblings, Raymona and Richard Schamberger, increasingly fell on me. There wasn't time to be resentful, surviving took our concentration.

I think surviving is the keyword here, and I believe strongly in its implementation. Implementation, as we all know, can be the killer of any policy. And surviving—how one survives, and where—is a policy. It has goals—affording a six pack every Friday, or getting to see the Rosetta Stone; decisions—to enjoy the moment or be broken by the past; and actors-teachers, supervisors, colleagues. Surviving is everything, but whether its a short-run or long-run proposal is everything about survival. Until Upward Bound I survived in the short-run.

Being in Upward Bound, ultimately, and without exaggeration, changed my life. No, it didn't buy me new jeans, or stereos—that would have been short-run. A twenty-dollar monthly stipened is not up for conspicuous consumption. What Upward Bound did for me was to create an opportunity for a long-run goal. Without Upward Bound's financial assistance, I could never have afforded to take the ACT nor been academically prepared enough to score a composite of 25, a score well above the national average.

It wasn't just tangible things that Upward Bound Provided, but vital intangibles as well. I flunked eleventh grade for health absences in the 1978–79 school term. I didn't deal with that very well, and would have preferred to quit school. My Upward Bound/High School Guidance Counselor, James Russell, pushed, conned, cajoled, and all but blackmailed me into staying in school. Mr. Russell let me hide out in his office when the petty politics of the overly autonomous Doddridge County School system came near to pushing me over the edge. Upward Bound gave me a peer group; being bi-racial in West Virginia had not allowed me to cultivate many associations.

Upward Bound took me places and gave me experiences I hadn't encountered or felt in more than a decade. The summer film festival on Salem College's campus while we Upward Bound Students were in residence made up for so many of the films I had missed. The travel and the excitement of bursting through the Fort Pitt tunnels into Pittsburgh was phenomenal. This program gave me more than anyone other than my mother and best friend Kelly Weber had ever given. And it gave at this most important time of my life to that date.

Not only was Upward Bound the major contributor to my high school success, but it was the starter catalyst, if you will, for even the Rhodes Scholarship. Five years ago, Anna Russell, my Upward Bound counselor's wife insisted that I attend a university instead of the small college I had initially, because of finances, suggested. I asked her why she had these convictions, and she said: "Because you're going to be Upward Bound's first Rhodes Scholar." I smiled and said, "What's a Rhodes Scholar?" So she and Jim told me all of these incredible attributes that Rhodes Scholars possess. I though they were surely mad. But I was polite and responded: "So where is Oxford, is it near Harvard?"

The distance between those days and these has grown wider by more than chronology. The distance is spanned not only by knowledge and experience, but by opportunity discovered and taken advantage of as well. It was, if I may reiterate, Upward Bound that set me on this course of achievement and distance, and probably still steers my direction by the long-run methods it taught me. Even if the Rhodes is my greatest achievement to date, the Upward Bound Program must have been my greatest opportunity. I hope it remains an opportunity for the many others like myself who need that one door opened to methods and goals to a better and greater future.

Mr. FORD. Let me warn you, we are not going to do this because we are impolite, but when the bell rings the next time, the members will have to leave briefly to go to the floor and vote. We will be gone for a few minutes and then we will take up where we leave off. So, if we get up and leave you, just stop and we will be back.

Ms. HARMON-SCHAMBERGER. Yes, sir.

Mr. FORD. We have to apologize in advance. Unfortunately, this place doesn't work like it does in the movies. There are just too many things happening at the same time.

Go right ahead.

Ms. HARMON-SCHAMBERGER. Mr. Chairman, members of the subcommittee, Senator Rockefeller, my name is Barbara Ann Harmon-Schamberger, and I am both honored and pleased to appear before the House Subcommittee on Postsecondary Education on behalf of Upward Bound and the other TRIO Programs.

To be succinct and then elaborate, Upward Bound literally changed my entire life. Perhaps you have read through my testimony.

We come from a substandard living condition, neither running water nor electricity. Where we are now we have a "Jack and Jill well" where you drop the bucket down and you haul it up. We are used to hardship. But we are not used to opportunity, and Upward Bound was the greatest opportunity my family has ever, ever received, because I received it. My family is better for it and I know that because of the opportunities that I will be able to help them with.

I first encountered the Upward Bound Program some 6 years ago as a high school student at Doddridge County High School. I had flunked 11th grade and I was not exactly the model student, very sick. I didn't have time for school. I wanted some money. I wanted to avoid food stamps.

The Upward Bound Program jerked me out of this kind of behavior I was in, short run; short run terminology, short run philosophy probably characterizes most low economic standard students in America because they can only see past the first paycheck, the welfare check that comes the first of the month, the food stamps that come a week later. They don't see 4 years down the road a promotion, 4 or 5 years down the road college. They don't see that. They live from check to check and have the check-to-check mentality, and that is what I had.

Upward Bound taught me how to think beyond that, how to think beyond the stipend and to start thinking about college.

The ACT is a test that most college-bound students take. I would have never taken that. My family did not have the money. I could not ask my mother for—at the time I think it was $15. I could not ask my mother for $15 that had to be paid towards the electric bill. I couldn't risk that. That would have been selfish. And when you are biracial in Doddridge County people don't ask you to babysit their children because they are afraid you are going to teach them voodoo skills or something. So, you don't get the opportunity to even try to earn the money. The jobs aren't there.

The transportation is so bad that you can't get to some place to be a waitress. You know, picking up $20 a night as a waitress is nice but if you are going to risk getting killed hitchhiking home, it is not worth the cost.

So, I didn't have those opportunities. Upward Bound gave them to me.

I am incredibly, incredibly grateful. I would not be a Rhodes Scholar.

It was 6 years ago, 5 years ago that someone looked at me and said, Barbara, you are going to WVU, West Virginia University, and I said, why? And Anna Russell, who was the wife of an Upward Bound counselor, who later became an Upward Bound counselor, looked at me and said, because you are going to be Upward Bound's first Rhodes Scholar. And I said, uh-huh, what is a Rhodes Scholar? And she told me.

I thought she was crazy. I thought, this is ridiculous, I don't have those attributes, not one of them. But it seemed like, you know, really nice, be polite, my mother says be polite, so I tried to do that. And apparently Oxford was this place where these smart people were, so I assumed that was a really nifty place. So, I said, well, where is it, is it near Harvard? I was really convinced, if it is smart, it has got to be there.

That was the whole scope of my mentality. Bright, but uneducated. I like to pat myself on the back a little, reasonably. Hopeful, but not wishful. Very pragmatic.

The pragmatic thing to do was to get a job, to do what everybody else was doing. Besides, the upper echelons at the high school went to college, and WVU was the rich kids' college, so that was not reasonable.

Upward Bound literally did everything for me. At the time I thought, good Lord, these people are pouring money down the drain on me, isn't this a riot, and it wasn't.

When I look back and realize that that I basically got pushed, blackmailed, cajoled, shoved into college, something I would have never had the initiative to do—5 years ago I assure you I would not be in this room, I would have been too paranoid to walk in here, and afraid and intimidated. I could have never handled living in a residence hall where there are 1,800 students. I had never been in a residence hall.

The first time I stayed in a hotel I brought my own towels. I was just not prepared for this. Upward Bound did that, took me places, bought me things.

As a small child we had some money. We went to operas and ballets in San Francisco and I hadn't seen those things in 12 years. And all of a sudden there it was again.

The frustration level was ready to boil over. I remember hearing friends saying, well, you know, I could get a job at the glass factory, I can go turn tricks in Clarksburg. Those are the kind of alternatives you have. Those are the kind of alternatives Upward Bound students think of. They really do. I did. And I don't have to worry about that any more. I went to college. I finished 4 years. I finished 4 majors in 4 years.

I think I must have been nuts but I did it, and when I started saying, I don't know how to fill out these financial aid papers, I called my Upward Bound counselor—I was a freshman in college and still couldn't fill them out, and I said, can you help me, and he did.

These people do so much more—it is a people program. It is not just fancy technical services and things you can't afford, but people services and funds. It makes all the difference in the world.

Should I stop?

Mr. FORD. We will be right back.

[Recess.]

Mr. FORD. Would you go on?

Ms. HARMON-SCHAMBERGER. Yes, sir.

I am not sure how much more I can tell you because it becomes a litany, a sort of repetitious litany. It is the best thing that I ever had.

Mr. FORD. The members may have some questions.

Ms. HARMON-SCHAMBERGER. All right.

Mr. FORD. We will call up the rest of the panel now and hear from them, so that the questions can be addressed to any or all of the members of the panel.

So, would the following persons now come forward—Arnold Mitchem, executive director of the National Council of Educational Opportunity Associations, Dr. Pamela Fay, president, National Association of College Admissions Counselors, and Dr. Aaron Stills, associate professor of counseling and student development in higher education of Howard University.

Senator, thank you very much.

STATEMENTS OF DR. ARNOLD L. MITCHEM, EXECUTIVE DIRECTOR, NATIONAL COUNCIL OF EDUCATIONAL OPPORTUNITY ASSOCIATIONS, DIRECTOR, EDUCATIONAL OPPORTUNITY PROGRAM, MARQUETTE UNIVERSITY; DR. PAMELA FAY, PRESIDENT, NATIONAL ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS; AND DR. AARON STILLS, ASSOCIATE PROFESSOR OF COUNSELING AND STUDENT DEVELOPMENT IN HIGHER EDUCATION, HOWARD UNIVERSITY, A PANEL

[The prepared statement of Arnold L. Mitchem follows:]

PREPARED STATEMENT OF ARNOLD L. MITCHEM, EXECUTIVE DIRECTOR, NATIONAL COUNCIL OF EDUCATIONAL OPPORTUNITY ASSOCIATIONS

Mr. Chairman, Members of the Subcommittee, my name is Arnold Mitchem and I am the Executive Director of the National Council of Educational Opportunity Associations. I am pleased to have this opportunity to present the NCEOA's recommendations regarding the Reauthorization of the Special Programs for Students from Disadvantaged Backgrounds Subpart of the Higher Education Act. The programs authorized under the Subpart are more commonly known as the TRIO programs. Mr. Chairman, at the invitation of yourself and Mr. Coleman, on April 30, the NCEOA submitted our recommendations to the Subcommittee with our reasons for supporting these changes. The recommendations include:

1. Increasing the TRIO authorization level;
2. Codifying the current practice of giving an institution or agency's prior experience in administering a TRIO program a 13% weighting in making new awards;
3. Providing that post-Vietnam era Veterans be eligible for Upward Bound services;
4. Eliminating the matching requirement for Educational Opportunity Centers;
5. Expanding the allowable activities under the TRIO training authority to include the publication of training materials; and
6. Authorizing a National Center for Postsecondary Opportunity designed to increase awareness of the availability of student assistance.

With the exception of the National Center concept, most of these changes are merely technical, and I would therefore concentrate my attention this afternoon upon the present operations of the TRIO programs.

In the 1980 Amendments, the Congress made significant changes in the TRIO subpart, clarifying both the eligible population and the types of activities to be undertaken by each of the TRIO programs. These changes went into effect in the 1982-83 academic year, and the TRIO community is basically pleased with the current operation of the Subpart. We are not requesting any major modifications in the TRIO programs at this time.

As you well know, there are five TRIO programs presently authorized: Educational Opportunity Centers, Special Services for Disadvantaged Students, Talent Search, Upward Bound, and a training authority for TRIO staff members. The first of the programs, Upward Bound, was originally authorized under the Economic Opportunity Act in 1964. Talent Search was authorized in 1965; Special Services in 1968; Educational Opportunity Centers in 1972; and the training authority in 1976. All of the programs are targeted upon low-income *and first generation college students*—students whose family incomes are below 150 percent of the proverty level, where neither parent graduated from college.

Since the original authorization of the Higher Act, this Subcommittee has consistently viewed these Title IV programs—as your report accompanying the 1980 Amendments noted—as an integral part of the strategy of federal student assistance. TRIO provides the type of nonfinancial assistance—information, tutoring, counseling, academic advising, remedial and supplemental instruction—that is necessary to provide low-income and first generation students a realistic opportunity to enroll in and graduate from college.

In 1985 33 Educational Opportunity Centers provided 100,000 low-income and first generation adults with information about admission to college and assistance in applying for admission and for student financial assistance. The 167 Talent Search projects provided similar services to over 180,000 junior and senior high school students. Both of these programs operate at a cost of less than $110 per client. And as the Committee on Education and Labor noted last year, more than 20 percent of Black and Hispanic freshmen who enroll in school have contact with one of these programs before enrolling.

The 420 Upward Bound programs—the type of program Ms. Harmon-Schamberger participated in at Salem College provide more intensive services to high school students. These 33,000 young people attend classes on college campuses during the summer where they also participate in a variety of cultural activities and motivational experiences. During the academic year, Upward Bound students receive additional counseling and instructional support, both on campus and at their high schools. According to a five-year follow-up study by Research Triangle Institute, 91 percent of the Upward Bound graduates go on to college and Upward Bound graduates are four times as likely to receive a baccalaureate as similar students who do not have benefit of these services.

The 650 Special Services programs provide support to a much larger group of low-income, first generation and physically handicapped students already enrolled in college. These 140,000 students receive such support as remedial instruction, specialized academic and personal counseling, tutoring and specialized graduate placement assistance. According to a 1982 study by Systems Development Corporation, Special Services students who receive counseling, tutoring and instruction are more than twice as likely to stay in school as are similar students who do not receive such support.

The TRIO training program has been used to fund ten seminars for TRIO staff annually on topics such as computer utilization, serving physically handicapped students, and improving mathematics and science instruction.

Mr. Ford, it is, as I am sure you appreciate, a real honor for me to appear before the Subcommittee today with Ms. Harmon-Schamberger. She is here, I sincerely believe, as the result of the policies this Subcommittee set into motion in the 1960's and 1970's. She is here today, not only as the beneficiary of the TRIO programs, but also as the beneficiary of Pell, of SEOG, of GSL and of College Work-Study. She is the beneficiary of a deliberate policy to promote equal educational opportunity to postsecondary education because members of this Subcommittee truly believed that there were potential Rhodes Scholars not only among the children of the privileged, but also among the children of the poor and working classes.

You and I have seen that policy eroded over the past ten years. As the American Association of State Colleges and Universities' recent study confirms, participation rates of students from families with incomes below $10,000 have dropped 17 percent since the mid-seventies; participation rates of Black students have dropped 11 percent.

In my opinion, the evidence which I cited very briefly this afternoon provides strong support for the position that TRIO programs provide services which are vital in assuring disadvantaged students a realistic opportunity to graduate from college. Additionally, TRIO programs are the principal mechanism available in the Higher Education Act to assure that your conviction that there is potential among the most disadvantaged will be strongly articulated on our Nation's campuses.

We appreciate the strong support the Subcommittee has provided the TRIO programs in the past and I would be pleased to answer any questions you might have.

Dr. MITCHEM. Thank you, Mr. Chairman, members of the subcommittee. My name is Arnold Mitchem. I am the executive director of the National Council of Educational Opportunity Associations.

I am going to be brief this afternoon, Mr. Chairman. Essentially, what I would like to do is to highlight the recommendations we submitted to you and Mr. Coleman earlier this year.

We are asking that this subcommittee consider increasing the TRIO authorization level to $400 million beginning with fiscal year 1987 and moving in steps by $50 million increments up until fiscal year 1990 and there we are asking for the language, "such sums as necessary."

Second, we are asking the subcommittee to codify the current practice of giving an institution's or agency's prior experience in administrating a TRIO program a 13 percent weighting in making new awards.

We have found since this subcommittee introduced the prior experience provision that it has caused a great deal of stability, stability with our programs. In fact, the attrition rates since fiscal year 1981 have ranged between 12 and 10 percent, and so thus we feel that the intent of the Congress has been met in that the programs continue. They are treating them as Human Development and Human Resource Programs, as opposed to experimental efforts, and we applaud that and appreciate that, and that stability we feel contributes to the success of not only Upward Bound but Special Services, Talent Search, and EOC.

Third, we are urging the subcommittee to adopt our recommendation to provide that post Vietnam era veterans be eligible for Upward Bound services.

We are proposing that you eliminate the matching requirement for educational opportunity centers.

Of the five TRIO authorities, the EOC is the only authority that requires a 25-percent match. We are urging that that match be eliminated and bring that program into line with the other efforts.

We are asking that you expand the allowable activities under the TRIO training authority to include the publication of training materials and manuals.

And finally, we are urging that you consider a new piece of legislation that would authorize a national center for postsecondary opportunity designed to increase awareness of the availability of student assistance.

One of the things that we found is that a number of low-income students are unaware of the Federal Financial Aid Programs, and thus being unaware don't take full advantage of them. And we feel that the creation of a national center, a mechanism to sponsor and promote training in terms of providing information to students and to provide further and greater coordination between financial aid officers and high school counselors, et cetera, indeed is needed.

I think that Ms. Schamberger's testimony and her presence here certainly dramatizes the importance, the value and the worth of the TRIO Programs.

Clearly, as a result of policies established by this Congress in the 1960's, we feel that these things ought to continue.

As I indicated to this subcommittee a week or so ago, it is our feeling that equal educational opportunity is being eroded and we feel that to continue the TRIO Programs indeed will be a step in trying to mitigate against some current political and policy realities that are working against the low-income people.

With that comment I will conclude my testimony, Mr. Chairman.

Mr. FORD. Thank you very much.

Dr. Pamela Fay.

[The prepared statement of Pamela Fay follows:]

PREPARED STATEMENT OF PAMELA FAY, PRESIDENT AND COUNSELOR, ST. CATHERINE'S SCHOOL, RICHMOND, VA, ON BEHALF OF THE NATIONAL ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS

Mr. Chairman, members of the subcommittee, I am Pamela Fay, College Counselor at St. Catherine's School in Richmond, Virgina, and current President of the National Association of College Admissions Counselors. Our membership includes over 3,500 high school counselors, college admission counselors, and independent counselors.

Thank you for providing the opportunity for me to appear before the subcommittee to talk about the importance of counseling in furthering the goals of access, choice, and opportunity for students who seek to further their education.

I speak in favor of adopting language that will authorize the establishment of a National Center for Postsecondary Opportunity. I suggest that this language be introduced in Title IV of the Higher Education Act.

The Center will help to ensure that adequate information and counseling regarding federal financial aid, college entrance academic requirements, and admission procedures are available to potential students who are not currently receiving such information. The Center will operate on an annual contract with the Department of Education. It is critical to have a Center in order to assure that efforts to improve the availability of information and counseling are effectively coordinated on a nationwide basis. The Center will reduce duplication of effort, assure quality and utility of materials, and help to generate self-sustaining efforts at the state and local levels. Its functions will be: to serve as a clearinghouse for materials and programs, to provide technical assistance to local and state education agencies, to develop model counseling programs, and to provide training workshops for the entire school community from student to school board.

The Center will not publish new guidance material, but will help the education community to make appropriate use of existing information and programs. In addition, it will help to coordinate the development and dissemination of pre-eligibility information for federal, state, and institutional student assistance programs, thereby helping to increase awareness about federal student assistance programs and educational opportunities.

Service will be provided to populations that face unique problems such as: economically disadvantaged minorities, handicapped individuals, adults and returning students, geographically isolated or rural students, and other groups that are underrepresented in postsecondary education.

In order to assure that there is broad professional involvment in the operation of the Center, the proposed language directs the Secretary of Education to involve organizations representing a range of professionals including: student financial aid administrators, TRIO personnel, high school counselors, and college admissions counselors.

I firmly believe that effective counseling is the key to improving educational opportunity and that the Center will help counselors to do a better job.

The college decision-making process is a very complicated one. It includes the whole family and may take several years to complete. For students there is a sequence of steps that culminates in a decision to go or not to go to some form of postsecondary education. Success for the counselor is when the student picks the right educational option, not just the most prestigious school, or the closest school, or the cheapest school.

In many of the public high schools in the nation, there is not adequate support for counseling programs. There are not enough counselors because of financial shortfalls. Often, there is not a clearly defined set of goals for the counseling programs and counselors are assigned to whatever immediate job needs to be done. Student-counselor ratios are estimated to be 400 to one, far too large to allow direct and in-

depth help on an individual basis. Many counselors are serving without appropriate training or experience to provide an adequate postsecondary counseling program.

All too often, high schools with inadequate counseling programs are serving low income students. Schools that have a tradition of sending high proportions of their students to college put more emphasis on counseling students for postsecondary educational opportunities. Private high schools usually have a full-time college counselor who works closely and individually with each student to assure that they receive the most help possible in selecting the right college. The students who need the most help usually receive the least.

Elaine El-Khawas of the American Council on Education has noted in a study that many of the very students on whom financial aid programs are targeted fail to apply. Twenty-five percent of students going to college from the very lowest income groups do not apply for student aid. When asked why, two-thirds said that they didn't know about the programs. If this is true, there must be countless numbers of students who never apply because of lack of information about student aid.

It is an expensive and time-consuming process to get specific information on the cost of attendance. A student needs to complete an admission application and a complete financial aid form before specific information on the cost of attendance is available. A student almost needs to matriculate at a school before he or she can determine the actual costs of attendance. This is too time consuming and expensive for most students.

There have been several studies documenting the decline in the number of poor and minority students attending college now when compared with 10 years ago. There are a number of possible reasons for this, but one of them may be the lack of timely information about educational options presented in a way that helps students understand how best to proceed with their education.

A number of the information resources available in the past are no longer available. The Department of Education is currently providing a minimum of information for students who wish to apply for federal assistance. There are a few posters, a booklet, and record for handicapped students, and a Spanish language application form for students in Puerto Rico. The Department is spending much more on quality control than on quality of information.

Departmental representatives have argued that such an information effort is not necessary because there are alternative sources of information available to students. Colleges, universities, and proprietary schools have increased the amount of information going to potential students over the last several years. Much of this information has to do with student aid and how to apply. Many organizations and associations provide information, publications, and training programs. Commercial vendors produce and disseminate directories, video cassettes, and audio tapes to help students make better decisions. Public and school libraries often contain hundreds of books and college catalogues to help students select a college. Many states provide training and information to professionals in the field.

Information alone, however, is not sufficient for insuring good decision making. The information must be incorporated by the potential student so that it takes on personal meaning. Even before someone is willing to take the time to look at information, that person must have come to some sort of perception of self-worth and willingness to deal with the potential risks of continuing education. After a person has decided whether or not they might continue, he or she then needs to decide when and how to pursue that goal. Next, the student needs to decide on a program of study. Then, institutions must be screened for the correct characteristics. Finally, an institution is selected. Information must be available at different levels of specificity as needed at different points in the student's decision-making process. This sequence of decisions might take several years or just a few months.

Counselors can help the potential students and families understand the options and possibilities. This needs to be done early because families and students make a series of academic and financial decisions based on their expectations about the future. If students do not believe that there is any hope of college, they may not take the appropriate academic courses or apply themselves to their school work. Families may not urge their children to go on because they do not believe that they can afford the cost of college. The belief that it is possible and realistic to go to college preceeds the formal search process that begins in the junior and senior years of high school. The single best predictor of whether a high school student will go to college is not income, but intention. Students who wanted to go to college as juniors are much more likely to go than those who do not, regardless of income.

The decision to go to college is a very serious one. And, it is very expensive to attend these days. It costs between $20,000 and $50,000 for four years at a residential institution—public or private. The nation is approaching $10 billion in public

appropriations for student aid programs. We want to be sure that these personal and public funds are being used in the best possible way; that students make appropriate educational decisions.

We have a wonderful system of federal financial aid, but what good is it when many students who are eligible for it and who are qualified are not getting the proper information at the right time? Because of this, some students are lost.

A counselor makes a difference. He or she helps students to identify their strengths, needs, and possibilities and then guides them through the information that is available. Students need to learn to ask the right questions in order to evaluate the catalogues that they receive from the colleges. The families may need help in filling out the needs analysis forms. There is a great deal of value in teaching students how to write letters, in preparing them for an interview, and in getting them to understand the importance of meeting deadlines. This is a series of firsts for a number of students and they need help during the process. This is especially true for those who are the first in their family to go to college.

I would like to give you an example of an effective innercity counseling program. There are a number of others in the country. I know about this one because the man responsible for it is a member of my association. Jack Wright has been the college advisor at Franklin High School in Los Angeles for 15 years. During that time the school increased its proportion of minority students from 35 percent to 85 percent of the student body. During the same time the percentage of graduates going on to college increased from 15 percent to 78 percent. For the majority of these Hispanic youngsters, they are the first in their family to go on to college. Jack Wright does a number of things to get these results. For example:

He holds financial aid workshops for parents and students in the local junior high schools;

He charters buses so that students can visit universities and colleges in the region with the trips paid for by private contributions;

He utilizes students, in a peer counseling program;

He produces a weekly newsletter for students to keep them up-to-date on application deadlines and college visits;

He locates summare college preparatory programs and arranges scholarships for students to attend; scholarships for students to attend;

He coordinates visits by 80 college representatives each year to the high school campus; and

He visits freshman and sophomore classes to explain the college admission process.

Jack's office is filled with all the latest information and forms which are reviewed regularly by students. But, information is not what makes this program successful. His skill as a counselor is to make students understand that it is possible to succeed in college. A quote from a student letter to Jack makes this point: "Through time I shall remember the light you shined upon me, giving the hope of having a tomorrow. . . ." Lupe Aguilar, 1984. Lupe went on to one of the most selective colleges in the country.

The Center for Postsecondary Opportunity will identify other programs such as Jack's and will help counselors across the country understand the potential and possibilities. It will be a resource for counselors to use to improve their effectiveness and it will provide the materials to make that task easier. It will help to build a network of professionals who are dealing with similar problems. The staff will coordinate training programs and inservice curriculum materials.

Some of the Center activity will be aimed at other educational professionals. Principals need information about how to organize a good counseling program with guidelines for the type of training and experience they must have to do a good job. Parent-teacher groups need to understand how to utilize a counseling center in their schools to get maximum effect. Superintendenets and board members need to understand the benefits that will accrue to their schools and community as a result of a strong college counseling program.

Currently there is no group that is able to do this. It is estimated that there are over 66,000 counselors in our nation's elementary and secondary schools. Less than 10,000 of them are members of any professional organization. Most public schools allow their counselors little or no release time and no travel funds to enable them to attend professional workshops or meetings. Very few colleges or universities include courses or summer institutes to provide specific training in college counseling.

We and other associations sponsor training programs, but because of the limitations that I just mentioned, they reach very few counselors. Most of the participants in these programs are those who are already members of the associations. An active

effort must be made to reach out to other counselors to include them in the process of improving educational opportunity for their students.

The Center can do all this. It will bring professionals together from varied backgrounds to identify the best and most appropriate counseling techniques, sources of information, model programs, and lists of experts.

The $5 million authorized will provide enough support to generate an effective resource. It comes to about $76 for every school counselor in the country. Looked at another way, it comes to less than $.50 for each student enrolled in college. This compares to the roughly $1,000 provided in student aid for each student in college. This is a small cost when measured against the potential returns to students, families, and the nation.

The focus of this testimony has been on counseling middle and high school students for college, which reflects the central concern of our association's members. Other groups are more involved with adults who are seeking to return to college after an absence from school. Such students face different problems and need different types of counseling. It is for this reason that there is a need for several groups to come together to operate the Center. Some groups have specific expertise in student aid, others are directly concerned with the needs of minority students, some work with adults. Each can make its appropriate contribution by working together.

Thank you Mr. Chairman.

Dr. FAY. Mr. Chairman, members of the subcommittee, I am Pamela Fay, the college counselor at St. Catherine's School in Richmond, VA, and the current president of the National Association of College Admissions Counselors.

Our association has secondary school members, college admissions counselors, and independent counselors.

Thank you for providing me with the opportunity to speak before you today. I would like to speak about the counseling and the importance of counseling in furthering the goals of access, choice, and opportunity for students like Barbara who seek to further their education.

I speak in favor of adopting language that will authorize the establishment of a national center for postsecondary opportunity, which Dr. Mitchem just referred to. I suggest that this language be introduced in title IV of the Higher Education Act.

We enthusiastically support the TRIO Programs, ones that have brought persons like Barbara and given her opportunities.

The center will help to ensure that adequate information and counseling regarding Federal financial aid, college entrance academic requirements, and admission procedures are available to potential students who are not currently receiving such information. The center will operate on an annual contract with the Department of Education.

It is critical to have a center in order to assure that the efforts to improve the availability of information and counseling are effectively coordinated on a nationwide basis.

The center will reduce duplication of effort, assure quality and utility of materials, and help to generate self-sustaining efforts at the State and local levels.

The center will not publish new guidance material but will help the education community to make appropriate use of existing information and programs.

In addition, it will help to coordinate the development and dissemination of preeligibility information for Federal, State, and institutional student assistance programs, thereby helping to increase awareness about Federal Assistance Programs and educational opportunities.

Services will be provided to populations basis.

Many counselors are serving without appropriate training or experience to provide adequate postsecondary counseling or information about Financial Assistance Programs. And usually high schools with inadequate counseling programs are serving low-income students.

Elaine El-Khawas of the American Council on Education has noted in a study that many of the very students on whom Financial Aid Programs are targeted fail to apply for financial aid. Twenty-five percent of students going to college from the very lowest income groups do not apply for student aid.

When asked why, two-thirds of those who did not apply for aid said they didn't know about aid programs. If this is true, there must be countless numbers of students who never apply to college because of lack of information about student aid. They believe they cannot afford to attend college so they don't even apply or seek information.

There have been several studies documenting the decline of the number of poor and minority students attending college now when compared with 10 years ago. There are a number of possible reasons for this but one of them may be the lack of timely information about educational options presented in a way that helps students understand how best to proceed with their education.

A number of the information resources available in the past are no longer available. The Department of Education is now spending more on quality control than on quality information.

Information, however, is not sufficient for ensuring good decisionmaking. The information must be incorporated by the potential student so that it takes on personal meaning.

Even before someone is willing to take the time to look at information, that person must have come to some sort of perception of self-worth, self-esteem, and be willing to deal with the potential risks that attending college may entail.

After a person has decided whether or not to continue, he or she then needs to decide when and how to pursue that goal.

Next, the student needs to decide on a program of study. Then institutions must be screened by the student for the characteristics most suitable to that student's needs, abilities, interests, and learning style.

Finally, an institution is selected.

Counselors are critical in helping students and their families understand the options and possibilities. This needs to be done early because families and students make a series of academic and financial decisions based on their expectations about the future. These decisions are typically made in the seventh grade, much earlier than most people believe.

The decision to go to college is a very serious one, and it is expensive, as I am sure you know, to attend college these days. It cost between $20,000 and $50,000 for 4-year public and private institutions. The Nation is approaching $10 billion in public appropriations for Student Aid Programs.

We want to be sure that these personal and public funds are being used in the best possible way, that students using them can make appropriate and careful educational decisions.

Students need to learn to ask the right questions in order to evaluate the catalogs. Families need help in filling out the needs analysis forms. If you have seen one, you know—some people think it takes a college education just to understand the form.

I would like to give you an example of an effective inner-city counseling program. There are many in the country.

This one that I am going to refer to is known especially to me because the counselor, the director of guidance, is a member of our association.

Jack Wright has been the college advisor at Franklin High School in Los Angeles for the last 15 years. During that time the school increased its proportion of minority students from 35 percent to 85 percent of the student body. In the same amount of time the percentage of students going to college increased from 15 percent to 78 percent.

For the majority of these Hispanic youngsters they are the first in their family to go to college. Jack has done a number of things to get these results, and he has done them deliberately, hoping to help these students.

For example, he holds financial aid workshops for parents and students. He has created a computer program. He can sit down with families and they will give him income information and he will estimate right there for them what their needs analysis might be, and he can help direct them.

He also uses students in a peer counseling program.

The other things that he does are outlined in the testimony.

Jack's office is filled with all the latest information and forms which are reviewed regularly by students. But information is not what has made that change in Franklin High School. Jack has made that change.

His skill as a counselor is to make students understand that it is possible to succeed in college and possible to go to college.

A quote from a student letter to Jack makes this point, and I quote: "Through time I shall remember the light you shined upon me, giving the hope of having a tomorrow . . . ." that was written by Lupe Aguilar in 1984. Lupe went on to one of the most selective colleges in the country.

The center for postsecondary opportunity will identify other such programs and will help other counselors then understand the possibilities and potentials of such programs, will help to build a network of professionals who then can communicate with each other about using other's ideas in setting up successful counseling programs to reach such students.

Some of the center activity will also be aimed at other educational associations. Principals need information about how to organize counseling programs, how to reach students. Parent-teacher group need to understand and to expect to know what they can expect for counseling. And superintendents and board members need also to realize what a strong program can do to their community.

Currently, there is no group doing this. It is estimated that there are over 66,000 counselors in our Nation's elementary and secondary schools. Less than 10,000 of them are members of any national professional organization.

Most public schools allow their counselors little or no release time and no money to enable them to attend professional workshops or meetings. They are not getting trained, therefore, by not going to professional workshops.

Very few colleges or universities sponsor courses in their regular programs or in their summer programs to train counselors to work with students in a postsecondary opportunity situation, nor do they include financial aid information in their programs.

We and other associations sponsor training programs but because of the limitations that I just mentioned we cannot reach counselors. Most of the participants in our programs are those who are already members of our association and who already are effective counselors but who want to improve.

We have got to reach out to other counselors in order to reach all students who are out there and who need help. The center can do this.

It will bring professionals together from varied backgrounds to identify the best and most appropriate counseling techniques, sources of information, model programs, and lists of experts.

The $5 million authorized will provide enough support to generate an effective resource. That comes to $76 for every counselor; 50 cents for every enrolled college student.

When measured against the potential returns to students, families and the Nation, it is a small cost.

My testimony has been focused on counseling middle and high school students for college because that reflects the central concern of our association's members.

Other groups who are more involved with adults seeking to return to college after an absence from school will be represented. Those students face different problems and need different types of counseling. It is for this reason that there is a need for several groups to come together to establish the center.

Some groups have specific expertise in student aid, others are directly concerned with the needs of minority students, some work with adults. But each can make its appropriate contribution by working together.

Thank you, Mr. Chairman.

Mr. FORD. Thank you very much.

Dr. Aaron Stills.

[The prepared statement of Aaron Stills follows:]

PREPARED STATEMENT OF DR. AARON STILLS ON BEHALF OF THE AMERICAN ASSOCIATION FOR COUNSELING AND DEVELOPMENT

Good Morning.

Mr. Chairman and Members of the House of Representatives Committee on Education and Labor, Subcommittee on Postsecondary Education, my name is Dr. Aaron Stills. I am an Associate Professor of Counseling Psychology and Student Development at Howard University, and I speak to you this morning as a representative of the American Association for Counseling and Development.

AACD, formerly the American Personnel and Guidance Association, is comprised of more than 44,000 professional counselors, counselor educators, college administrators and human development specialists.

The American College Personnel Association and the Association for Multicultural Counseling and Development, two divisions of AACD, represent student development specialists and program administrators in our nation's colleges and universities and focus on multicultural issues, respectively.

Also, the American School Counselor Association, one of AACD's largest divisions, has long been concerned with the secondary to postsecondary school transition and the academic, social and related adjustments that students must make in order to produce the most satisfying college and university experience. Our members are concerned with the counseling and related needs of the young adult and adult populations who study in our higher education institutions.

Mr. Chairman, let me first express our appreciation at having the opportunity to present our concerns regarding the reauthorization of the Higher Education Act and request that our written testimony be entered into the Committee hearing record.

This morning, I will address those areas which our association feels are of critical importance in providing the people of this nation an equal opportunity in pursuing postsecondary education.

As the debate over open access to quality education continues, we would be remiss if we did not address the important role of counseling and guidance. As you may know, the National Defense Education Act of 1958 firmly established counseling and guidance activity in our nation's schools. Over the past three decades, however, counseling and guidance has grown to encompass a broad range of legislative mendates as an integral component addressing issues which include:

Career and vocational counseling
Drug and alcohol abuse
Family neglect
Sexual abuse
Criminal activity
Special education
Psychological stress
Social crises

Counselors also assist young adults in career planning and in coping with life's transitions such as:

From a secondary school to a postsecondary institution;
from one postsecondary institution or program to another;
and from a postsecondary institution to employment or from one job to another.

Professional counselors at all levels of education work to assist individuals in maximizing their potential by overcoming barriers.

Various studies have been conducted which validate the success of effective counseling and guidance for youth and adults. I am referring to a broad range of studies which have measured educational and career success based on variables such as: Family income, education level attained, college-study retention, self-awareness and job satisfaction. Also, research has been conducted which specifically focuses on the impact of counseling and guidance activities aimed at minority and economically disadvantaged young adults. For example, the success of the TRIO programs can be measured in various ways. In addition to academic sucess in postsecondary institutions, longitudinal studies would likely reveal that those participating in TRIO programs exhibited higher scholastic achievement, were more likely to matriculate and enjoy higher wages in the labor market than a control group not receiving such services. Mr. Chairman and Members of the Committee, during the 1960's, students may have been "turning on and turning out," but today they are "dropping out and falling down." By that, I mean to focus your attention on students who have historically lacked the skills to stay in school and pursue higher education. Instead, we find bright young students who drop out and find themselves slipping down the economic ladder. With greater attention to these at-risk students, we can nurture their talent and move them toward both educational satisfaction and a positive self-concept.

Mr. Chairman, federal programs such as TRIO, which encourage and support the entrance of economically disadvantaged and minority students into postsecondary education are working! The more than 1200 TRIO projects with an FY '85 appropriation of $174.9 million was money well spent. You and your colleagues are to be commended for your action.

And, as you know, Mr. Chairman, an even greater investment will reap even greater rewards.

However, due to geographic and regional differences of counseling and guidance activities in the nation's elementary, middle and secondary schools, it is important that federal programs which address the secondary to postsecondary transition be continued, improved and expanded.

Legislation which provides federal assistance in education should recognize the integral role of guidance and counseling services.

From a broad perspective of counseling and guidance, benefits to individuals and society could be indicated through alterations in: Federal family income subsidies, substance abuse, incarceration, employment earnings, mental illness and family and social interactions.

There is a strong case which can be made on behalf of federal support of counseling and guidance programs in education. On April 30, 1985, our association submitted to the House Subcommittee on Postsecondary Education recommendations which included a "Student Information and Counseling Program," the purpose of which would be to assist secondary and postsecondary institutions in providing improved information and counseling services in order to ease the various transitions which individuals experience between secondary school, postsecondary institutions and the world of work. We would hope that the committee would explore the possibility of establishing such a program and stand ready to assist in whatever way possible.

Mr. Chairman and Members of the Committee, the American Association for Counseling and Development is appreciative of the opportunity to present our concerns today, and I would be glad to answer your questions at this time.

ATTACHMENT A

A Proposal by the American Association for Counseling and Development and American College Personnel Association for consideration by the Congress as it considers the reauthorization of the Higher Education Act in 1985.

STUDENT INFORMATION AND COUNSELING PROGRAM—A NEW TITLE IN THE HIGHER EDUCATION ACT

A. *Findings:* The Congress finds that—

(1) There is a significant lack of adequate information resources which counselors may utilize in assisting students to make decisions about their higher education and employment future; and

(2) although many schools and institutions have created effective models for the delivery of information and services to students, there is a need to organize existing models, develop new models and then disseminate information about these model counseling and student services programs so that a greater number of students may benefit from them.

B. *Statement of Purpose:* It is the purpose of this title to assist secondary schools and postsecondary institutions in providing improved information and counseling services to students (and graduates) in order to facilitate their higher education and employment decision-making process, especially during periods of transition, such as—

(1) from a secondary school to a postsecondary institution;

(2) from one postsecondary institution or program to another; and

(3) from a postsecondary institution to employment, and from one job to another (followup career maintenance assistance).

C. *Authorization of Appropriations:*

FY——— —$15 million;

FY——— —$20 million;

FY——— —$25 million;

FY——— —$20 million; and

FY——— —$15 million;

D. *Application for Funds:* Secondary schools, postsecondary institutions, nonprofit education organizations, and any combinations thereof may apply to the Secretary of Education through a competitive grant process, for funding under this title.

E. *Matching Requirement:* 25 percent match by recipient of grant.

F. *Uses of Funds:*

(1) Recipients of grants under this title shall use the funds for—

(a) assessment of student information and counseling resource improvement needs;

(b) development and implementation of exemplary and innovative counseling models;

(c) research to gather and analyze new and needed data and information and to compile existing data and information into a useable form;

(d) training of counseling personnel;

(e) evaluation of the effectiveness of counseling models, research and personnel training programs.

(2) These counseling models, research and personnel training programs should be designed to improve the following aspects of the information and counseling services available to students (and graduates) during periods of transition—

(a) from a secondary school to a postsecondary institution:

(i) courses of study which broaden opportunities,

(ii) postsecondary costs, sources of and applications for student financial aid and indebtedness problems,

(iii) postsecondary institution characteristics, and

(iv) long-term employment implications;

(b) from one postsecondary institution or program to another:

(i) potential majors,

(ii) potential graduate and professional education programs,

(iii) employment prospects; and

(c) from a postsecondary institution to employment, and from job to

(i) employment prospects (particularly important information in this era of rapidly advancing technology),

(ii) personal and financial implications of employment decisions, and

(iii) job-seeking skills

G. *Administration:* The U.S. Department of Education will designate a program administrator in the Office of the Assistant Secretary for Postsecondary Education to administer the program created by this title.

H. *Equity Provision:* To ensure that counseling and student service programs work toward eliminating, and not perpetuating, barriers created by discrimination on the basis of race, sex, handicap. Grant applicants must provide assurances that their programs provide access and opportunity for all students.

Revised in January, 1985 by a task force on higher education legislation of the American Association for Counseling and Development.

Dr. STILLS. Good afternoon.

Mr. Chairman and members of the House of Representatives Committee on Education and Labor, Subcommittee on Postsecondary Education, my name is Dr. Aaron Stills. I am an associate professor of counseling psychology and student development at Howard University, and I speak to you this afternoon as a representative of the American Association for Counseling and Development.

Also, at Howard University I had an excellent opportunity to interface with Mr. Joe Bell, who is director of the Upward Bound Program at Howard University, and I understand some of his students are here with us today.

AACD, formerly the American Personnel and Guidance Association, is comprised of more than 44,000 professional counselors, counselor educators, college administrators, and human development specialists.

The American College Personnel Association and the Association for Multicultural Counseling and Development, of which I am the immediate past president, two divisions of AACD, represent student development specialists and program administrators in our Nation's colleges and universities and focus on multicultural issues, respectively.

Also, the American School Counsel Association, one of AACD's largest divisions, has long been concerned with the secondary to postsecondary school transition and the academic and social and related adjustments that students must make in order to produce the most satisfying college and university experience.

Our members are concerned with the counseling and related needs of young adults and adult populations who study in higher education institutions.

Mr. Chairman, let me first express our appreciation at having the opportunity to present our concerns regarding the reauthoriza-

tion of the Higher Education Act and request that our written testimony be entered into the committee hearing record.

This afternoon I will address——

Mr. FORD. Without objection, the prepared text of all of the witnesses who appear today will appear in full in the record immediately preceding their comments in the record.

Dr. STILLS. Thank you, Mr. Chairman.

This afternoon I will address those areas which our association feels are of critical importance in providing the people of the Nation an equal opportunity in pursuing postsecondary education.

As the debate over open access to quality education continues, we would be remiss if we did not address the important role of counseling and guidance.

As you may know, the National Defense Education Act of 1958 firmly established counseling and guidance activities in our Nation's schools. Over the past three decades, however, counseling and guidance has grown to encompass a broad range of legislative mandates as an integral component addressing issues which include career and vocational counseling, drug and alcohol abuse, family neglect, sexual abuse, criminal activities, special education, psychological stress, and social crises.

Counselors also assist young adults in career planning and in coping with life's transitions such as from a secondary school to a postsecondary institution, from one postsecondary institution or program to another, and from a postsecondary institution to employment or from one job to another.

Professional counselors at all levels of education work to assist individuals in maximizing their potential by overcoming barriers.

Various studies have been conducted which validate the success of effective counseling and guidance for youth and adults. I am referring to a broad range of studies which have measured educational and career success based on variables such as family income, education level attained, college retention, self awareness, and job satisfaction.

Also, research has been conducted which specifically focuses on the impact of counseling and guidance activities aimed at minority and economically disadvantaged young adults.

For example, the success of the TRIO programs can be measured in various ways. In addition to academic success in postsecondary institutions, longitudinal studies would likely reveal that those participating in TRIO programs exhibit high scholastic achievement, were more likely to matriculate and enjoy higher wages in the labor market, than a control group not receiving such services.

There are also other studies that show that the students who enter into the TRIO programs and that eventually graduate, on-the-job performance, they do perform at an equal or better than rate of their counterparts who do not enter through admissions through the TRIO programs.

Mr. Chairman and members of the committee, during the 1960's students may have been turning on and turning out, but today they are dropping out and falling down. By that, I mean to focus your attention on students who have historically lacked the skills to stay in school and pursue higher education.

Instead, we find bright young students who drop out and find themselves slipping down the economic ladder. With greater attention to these at risk students we can nurture their talent and move them toward both educational satisfaction and a positive self concept.

Mr. Chairman, Federal programs such as TRIO which encourage and support the entrance of economically disadvantaged and minority students into postsecondary education are working.

Barbara's story is one story. There are hundreds of other stories. There are many other stories that will occur, such as some of the young people who are sitting in our audience today.

The more than 1,200 TRIO programs with a fiscal year 1984 appropriation of $174.9 million dollars was money well spent. You and your colleagues ought to be commended for your action.

And as you know, Mr. Chairman, an even greater investment will reap even greater rewards.

However, due to geographical and regional differences of counseling and guidance activities in the Nation's elementary, middle, and secondary schools, it is important that Federal programs which address the secondary to postsecondary transition be continued, improved, and expanded.

Legislation which provides Federal assistance in education should recognize the integral role of guidance and counseling services.

From a broad perspective of counseling and guidance, benefits to individuals and society could be indicated through alterations in Federal family income subsidies, substance abuse, incarceration, employment earnings, mental health, and family and social interactions.

There is a strong case which can be made on behalf of Federal support of counseling and guidance programs in education.

On April 30, 1985, our association presented to the House Subcommittee on Postsecondary Education recommendations which included a student information and counseling program, the purpose of which would be to assist secondary and postsecondary institutions in providing improved information and counseling services in order to ease the various transitions which individuals experience between secondary schools, postsecondary institutions, and the world of work.

We would hope that the committee would explore the possibilities of establishing such a program and stand ready to assist in whatever way possible.

Mr. Chairman and members of the committee, the American Association for Counseling and Development is appreciative of the opportunity to present our concerns today and I would be glad to answer your questions at this time.

Mr. FORD. Thank you.

First, I would like to say that, Barbara, your story is one that I wish we could make into a film strip because there are some people that can't understand it unless they see it on the tube. You are not likely to show up in the newspapers or on television because you are a success story. If you had failed someplace along the way, you would be part of a "60 Minutes" program that would tell us how

bad the TRIO programs are functioning. It is unfortunate, but that is what we have to deal with.

And you will see on the next panel somebody I recognize from his past and mine who has a similar story to tell, and it makes me very happy to have been associated with these programs for over 20 years.

I see Sarge Shriver from time to time and we like to talk about a lot of things that happened in the great days when we were putting together with him something called "The War on Poverty". And TRIO was a part of that effort that came out of the old OEO. It is one of the things that he formed a personal attachment to, and whenever I encounter him and we get into any discussion of any length, one of the first things he asks me is, you are still taking care of TRIO for me, aren't you.

He had the vision with people that were around in those days to visualize this. I think that if the people who had really been doing the work when I first came to the Congress, that put it all together, could see it, they would feel that that made their time in Congress well worthwhile.

I would like to ask just one question.

Dr. Fay, you were saying things that my intuition has been telling me is a problem for some time, mainly because in the limited way in which I come in contact with students in my working class district, I frankly find that most of my high school counselors don't know very much about opportunities that are available to those students through assistance in Federal programs.

And I also find what you told me about the terrible ratio. In my area I am afraid it is more than 400 to 1. In my high schools it sometimes is as high as 1,000 to 1. And then that ratio is affected by the fact that people they call counselors on the table of organization are frequently monitoring other activities and doing other things and they have very little time in their day for actual counseling.

The children who come from families with no parent or siblings who tell them anything about the mysteries of how to go to college don't even dream about that because nobody tells them it is a possibility.

Dr. FAY. That is right.

Mr. FORD. And the counselors understandably are frustrated. We have tried through the Elementary and Secondary Act to put emphasis on counseling. Unfortunately, that has been damaged by such things as block grants because counselors don't loom in the power structure of the local hierarchy as a very important function.

Dr. FAY. That is right.

Mr. FORD. In my State, where we have had terrible financial problems, the schools have had to cut back on everything. And sadly, almost invariably when you see one of my local school boards announcing the cuts for this year, one of the first things that goes is counseling.

Assuming we had enough counselors, I still have doubts about whether or not we have ever attacked the idea of that counselor being informed on a regular basis about what kind of opportunities they might direct their students toward.

Your center appeals to me. Of course, immediately I think of the great fight that will go on about where the center is going to be, but I know where it ought to be.

Would you contemplate that that center would be disseminating information to counselors across the country?

Dr. FAY. Yes; it would be dissemination of—that would be the prime point, the prime focus. There is information. There is a lot of information available from other sources than the Department of Education right now. There are many sources of information. But the problem is getting it—reaching the counselors.

Unless they attend professional workshops or somehow know who to call, where and when, they don't get the information. They can't get out, you know, as you said. In addition to having 1,000 students and 1,000 duties to do with each one of those students, they can't get out to get the information.

So, the idea would be to find them, to reach them, and basically to reach students through them. I mean, that is the real—to reach the Barbaras of the world.

Mr. FORD. Mitch, you have been at this for a long time. As a matter of fact, if you and I each had a buck for every time we have been before the committee, we could have a——

Dr. MITCHEM. We would have a lot of money.

Mr. FORD. But what is your own feeling about, from the years of experience you have had with this, how many of the people come to the attention of TRIO because high school counselors are aware and active enough to direct them toward it?

Dr. MITCHEM. Not as many as we would like. The problem we find in low income neighborhoods and working class neighborhoods is that the counselor-student ratios are very poor. And I think the center that Dr. Fay is proposing here, that we support, is something that would indeed enhance and enrich a very necessary effort.

Studies, as you know, have shown that the participation rate for low income students in Federal financial assistance programs is going down, and we feel that part of the reason it is going down is that these kids aren't getting the information.

So, anything that would beef that up would support and supplement the TRIO programs as well as make a big difference in terms of the American public school system, in our opinion.

Mr. FORD. Mr. McKernan just handed me a note that the center is to be located in Portland, Maine.

Dr. MITCHEM. I have been to Portland. That is a good town.

Mr. FORD. I might suggest to you, Mr. McKernan, that if we were to talk about locating any kind of a center in Maine, the people in Poland Springs would think we are sending the Women's Job Corps back there and we would have real trouble.

Mr. McKernan.

Mr. MCKERNAN. Thank you, Mr. Chairman.

Barbara, I would like to say how impressed all of us have been with your testimony. I guess we should have known, though, that it takes somebody quite special to bring a Senator over to this side of the Capitol, especially one who is willing to stay for half an hour. That should have been a tipoff.

The Chairman mentioned that you have a wonderful story to tell and I, too, think that maybe we ought to be thinking of ways for you to tell your story—through a videotape, perhaps—because that would get people's attention as much as anything that we can do in these kinds of programs.

From your experience with the Upward Bound program, were there any particular parts of it that you felt were the most important, as you think back about it?

Ms. HARMON-SCHAMBERGER. Probably, the major area that they really seemed to affect was the travel, not because we went a lot of places and did a lot of things but for many of us we have never seen these things. And it is the idea that they exist. You don't know they exist, you don't know what you are missing, you don't worry about it. They really exist.

And it created a domino effect, if you will. It made it a little easier to understand why the programs in the summer—now, they hit you with the English and the composition and the mathematics skills—made more sense, because you wanted to be in those places that you had traveled to.

It was really a physical demonstration of what we were doing. It seems strange, that one, because the ACT, as I said, is the component, and it seems like maybe a three pronged component, the travel, the study skills in the summer, and the ACT, because they form a triangle. They really do. They demonstrate why one needs the other, that component, showing you what you don't know and you are missing, that you are missing something.

Mr. MCKERNAN. Do you find that a major part of the program was improving your basic educational skills, or was that more of a highlight, in that it demonstrated why you needed to improve your skills?

Ms. HARMON-SCHAMBERGER. They are sort of sneaky because they don't tell you that is what they are doing. The study in social skills, probably the major in terms of getting—I guess that is what we are saying, getting something. I am not sure how they do it at times, because when you are in the midst of it the program just sort of swarms around you. It becomes a really major component. Does that clarify it?

Mr. MCKERNAN. It seems like it is the whole approach that ties things together?

Ms. HARMON-SCHAMBERGER. It is a very sneaky whole approach. You don't even know what you are being hit with until after you get out and say, I can spell. My spelling is much better now than it was before and I can say that is Upward Bound, because i before e except after c was something I didn't learn until I was 18.

Mr. MCKERNAN. Well, I was sharing with the Chairman on our way over to vote that I spoke recently at an Upward Bound group in Brunswick, Maine at Bowdoin College, and the questions that I received from that group were a lot more difficult than at most of the town meetings that I hold in my district. So, I know they are doing something right, or else they were very well prepared before I arrived.

Let's talk a little bit about this national center for postsecondary education. Let's start with you, Mr. Mitchem, because you mentioned that in your testimony as No. 6.

Tell me how that would differ from the current TRIO Program, both Talent Search and the Education Center?

Dr. MITCHEM. Sure. Talent Search and EOC's are direct service mechanisms. That is, they actually affect the client population, they relate and touch the client population.

Whereas the national center for postsecondary opportunity would not be in direct contact with the client population but rather would be in contact with the professional community in providing them better information and more information so they could indeed better advise the client population.

So, it is not in competition with Talent Search and EOC. It is not a direct service program.

Mr. MCKERNAN. You mentioned a number in your oral testimony that was not in your written testimony on increasing the TRIO authorization level. What was that number?

Dr. MITCHEM. Yes; right now the authorization level is "such sums as necessary," and what we are proposing is that the number be $400 million. That is what it was prior to the Omnibus Reconciliation Act in 1981. So, we would like to go back to that, use that as a benchmark, and then march forward with $50 million increments until we get to about 1990, fiscal year 1990, and then fall back on the language, "such sums as necessary."

Mr. MCKERNAN. What were the appropriation levels before 1982 with a $400 million authorization level?

Dr. MITCHEM. $156.5.

Mr. MCKERNAN. So, that really hasn't been reduced, then?

Dr. MITCHEM. No, sir; the actual appropriation has not been—well, the appropriation was reduced by $6 million in fiscal year 1981, I believe it was, but it was the authorization level that we lost in the Omnibus Reconciliation Act.

So, all we are saying is that we would like to go back to the authorization level of the Ed Amendments of 1980, which was $400 million.

Mr. MCKERNAN. In these times of $200 billion deficits, I am less concerned about authorization levels than I am appropriations.

Dr. MITCHEM. Surely.

Mr. MCKERNAN. What appropriation are you suggesting for the program?

Dr. MITCHEM. Well, because there were some reductions in the early part of the current administration, in order for us to go back to that level, what we would like to characterize as restoration, right now we should be at $190 million and we are at $174.9.

We are not experiencing any growth, we haven't experienced any growth in the last several years. The last 2 years we have been able to stay up to current services level in the appropriations.

So, we would like to set an authorization that would allow for some restoration and also allow for some growth, because right now we are serving less than 10 percent of the eligible population of the country.

We feel there is sufficient evidence to suggest that these programs work. We feel that these programs compliment the Student Financial Aid Programs.

They sort of service as an insurance policy, along with the Pell Program, where on the one hand the government gives students

dollars to go to school, and many of these students also need supportive services. They need tutorial programs, they need advising, they need counseling. And it seems to me that it makes some sense to do that, particularly in light of the fact that these programs aren't that costly.

If you will look at a special services program, you are talking roughly about $400 per student annually.

If you look at some of the Outreach Programs, like Talent Search and EOC, you are talking about a unit cost that is less than $100 per student.

So, given these things it seems to us that if indeed we are talking about giving everyone a quality opportunity that we need more funds and a greater expansion of this program.

Mr. McKernan. Ms. Fay, given the fact that you have a desire for what amounts to a new program, and that new programs are very hard to come by with the present budget problems, especially when the existing program is underfunded, do you see any way that this could be accomplished through any of the existing programs, that somehow money could be earmarked from one of the other programs to disseminate this information?

Dr. Fay. Well, as it is proposed the money would come out of the operating budget of the Department of Education. And no, I don't know of any other sources.

Mr. McKernan. In other words, you wouldn't have it come out of the TRIO budget?

Dr. Fay. No; absolutely not.

Mr. McKernan. The next question, which is one that we would obviously be asked on the floor of the House were we to propose this type of a center, is, why doesn't your organization do it?

Dr. Fay. As I said earlier, we have 3,500 members, half of whom are college admissions counselors and half of whom are secondary school counselors. There is another few who are independent counselors, as well.

But at our meetings we can't reach counselors because they can't get out of their classrooms, or can't get out of their schools to come to meetings.

We do everything that we can to reach those counselors but the basic problem is they cannot get dismissal time to get out of their schools and they don't have funds to go to meetings.

We try to take the meetings to them. An example is one that was held at Lynchburg College, and it was a free day at Lynchburg College in Virginia and all counselors were brought in. And we reached about 20 that way, and it was a good experience for them.

But we all work professionally full time in our own jobs, the members of the association, and there are not enough of us to go around to train all of the counselors in the United States, those 56,000 who are not being reached.

Mr. McKernan. One last question, Mr. Chairman. Do any of you have any suggestions on how we ought to change the funding for any of the existing TRIO Programs, if, in fact, we are not going to have any more money for 1986 than we had in 1985, which is in fact going to be a 3½ percent cut over what you received in 1985 if you factor in inflation?

Mr. FORD. Well, I would just point out to the gentleman, these programs are insulated in the House budget. They will have the cost of inflation. That is figured into the $76-billion savings that is in the House budget. All are need-based programs.

Mr. MCKERNAN. If, in fact, that is what comes out of conference. I am just saying, if——

Mr. FORD. But our appropriation is going to be passed on the basis of the House budget.

Mr. MCKERNAN. But before it can become law it has to be passed by both bodies.

Mr. FORD. Or be in the continuing resolution.

Mr. MCKERNAN. Which has to have Senate and House concurrence. In the best of all worlds, that would happen and you would get a cost-of-living adjustment. And I will even concede, because of the chairman's persuasiveness, that that may, in fact, be what will happen. Even if it does, the program is still underfunded, if it was underfunded for 1985.

Are there any ways that you would divide up the money any differently? If we don't have enough money anyway, are there any programs that ought to get more of the available money, as opposed to less? Do any of you want to dare try and answer that?

Dr. MITCHEM. No; absolutely. No; TRIO is one line item in the Federal budget, special programs for students from disadvantaged backgrounds, and the Department of Education has the discretion to distribute those funds amongst the five authorities. And no, there is no way that we can take money from Upward Bound and put it into Talent Search, or take money from Talent Search and put it into Special Services. They are all starving.

And I would agree with the chairman, we have got to get the current services. If we don't, we lose 25,000 students. We have already lost 50,000 students in these programs since 1980. I don't see any further economies.

Dr. FAY. I would like to add something. I don't have any suggestions except that I would like the Federal Government to look at it as an investment. I think if you invest this money in these students and you produce more Barbaras in the world that you are going to have citizens who are able to contribute to society in terms of taxes, to be specific, at a higher level than you have now. There will be less drain on society and more contributing members of society, just to plug for it.

Mr. MCKERNAN. Thank you, Mr. Chairman.

Mr. FORD. Thank you very much.

I wasn't aware until we started these hearings earlier this year that the free 800 number at the Department had been dropped. Dr. Fay, do you know of the extent to which your counselors used the 800 number when it was in existence?

Dr. FAY. I think that it was used extensively prior to its being dropped. There is very little—I am not aware of much more than one bulletin that comes from the Department of Education concerning financial aid. It comes too late for my students. I rely on other programs to get financial aid information. I rely on other organizations and my own organization to get information about financial aid.

I think we would like to have that number.

Mr. FORD. We sent a letter a while back to the Department and asked them to tell us why it had been dropped. I have a letter back saying that they are looking into it to find out why they dropped it and when they find out they will let me know.

But it occurred to me that as imperfect as that was at least a counselor who was honest enough to say, well, I don't really know how to advise you but I can give you a phone number that you can go to the phone booth and call and then you can ask your questions of someone who is supposed to know.

Dr. FAY. Yes.

Mr. FORD. That seems like simplicity personified. It was not dropped by the Congress in any action. It was dropped somehow over there in the Department and it didn't get to our attention. Student aid people knew about it but apparently didn't feel that anything would happen if they complained about it. We are looking into it and I can assure you that all of the members who have been working with these programs are deeply concerned about this whole question of information dissemination.

Back in the 1970's, as a matter of fact, we put requirements in to advise students, in effect, of some of their rights when they did finally get into the program, which for the first time happened.

I am also hopeful that in reauthorization we are going to require institutions to identify a package when they finally get it put together so that the student knows where the money is coming from, because most of them have no idea that if someone talks about eliminating a program that it has any impact on them.

Dr. FAY. That is right.

Mr. FORD. All they know is the nice man or lady at the student aid office said, OK, here are the papers, you are going to go to school, and they don't know how much of it came from the institution, the State, other sources, the Federal Government or whatever, so why should they worry if somebody here in Washington says we are going to cut something out.

But information in these programs, not just to the disadvantaged population, has been very, very soft from the very beginning and there is no excuse now, after 20 years. There was an excuse in the early years because people couldn't be expected to know about it. But for someone to be calling themselves a counselor and sitting in a high school who doesn't now know at least the basics about the availability of Federal programs, in my mind is grounds for removal even under the tenure act for professional incompetency. And I don't want to attack counselors. I think I have made it clear on the record that I understand the problems that they deal with.

But I hope that you can help us, if we are able to put some emphasis if not some new money on the importance of these functions to get the people in your organization in particular behind the idea of convincing institutions like the public school authorities that this is well worthwhile.

I am not sure that it is very much different in the private high schools but we have no way of knowing what happens there because there is no central sort of information gathering about what their practices are. I suspect it is probably better because the teacher ratios and everything else are better.

Thank you very much, all of you, for your preparation for today. I invite you to stay to hear our next panel.

Mr. FORD. Mr. Raul Diaz, President, National HEP/CAMP Association, Mr. Patrick Mason, former College Assistance Migrant Program participant, Analyst with the United Negro College Fund, and Hilda Crespo, education director, Aspira of America.

Dr. Stills, would you encourage your college students to stay. I want them to hear what Patrick is going to say, and I want them to hear who Patrick is and where he came from.

Mr. Raul Diaz.

STATEMENTS OF RAUL DIAZ, PRESIDENT, NATIONAL HEP/CAMP ASSOCIATION; PATRICK MASON, FORMER COLLEGE ASSISTANCE MIGRANT PROGRAM PARTICIPANT, ANALYST, UNITED NEGRO COLLEGE FUND; AND HILDA CRESPO, EDUCATION DIRECTOR, ASPIRA OF AMERICA

[The prepared statement of Raul Diaz follows:]

PREPARED STATEMENT OF RAUL DIAZ, PRESIDENT, NATIONAL HEP/CAMP ASSOCIATION

Mr. Chairman, committee members, my name is Paul Diaz. I am the Director of the College Assistance Migrant Program at California State University at Fresno, California. Currently I am also serving as President of the National Association of High School Equivalency Programs (HEP) and College Assistance Migrant Programs (CAMP).

In 1967, HEP was established to meet the educational needs of the migrant student who, due to several factors, dropped out of high school and later made a decision to return to complete school. In 1972, CAMP was created to facilitate access to institutions of higher education for the migrant farmworker who had completed high school. Together, these programs have served as models for a national secondary and postsecondary assistance program for the migrant seasonal farmworker.

HEP and CAMP programs were first administered by the migrant division of the United States Office of Economic Opportunity (OEO). In 1973, the programs were transferred to the Division of Farmworker Programs within the Department of Labor. Since 1980, HEP and CAMP have been administered by the office of Migrant Education within the Department of Education. Through these changes, the HEP and CAMP programs have enjoyed strong bipartisan congressional support.

Earlier this year, the HEP/CAMP Association submitted to this subcommittee its recommendations for the reauthorization of the Higher Education Act. Rather than review the total list of recommendations, I will highlight for you the issues identified by the Association as being most critical to the continued success and enhancement of the HEP's and CAMP's. In conclusion, I will list our current recommendations for changes in the Higher Education Act affecting the quality and stability of HEP and CAMP programs. There are three basic issues that I will address this morning. They are:

1. The need for multi-year funding of HEP's and CAMP's.
2. The consideration of past performance as a selection criterion for HEP and CAMP funding.
3. The need for increased appropriations for HEP and CAMP programs.

MULTI-YEAR FUNDING

Since fiscal year 1980, the funding for HEP and CAMP has been on an annual basis. As a result, all proposals submitted are viewed as one year proposals with no assurance for continued operation beyond the first year. This policy has proven to be extremely detrimental to program operations by making it difficult for programs to design program objectives over a span of more than one year. Further, it leads to lack of continuity in staffing, staff development, and student follow-through. Multi-year funding for HEP and CAMP would greatly improve the development of long range program goals which will ultimately translate into an improved delivery system services to students.

PAST EXPERIENCE AS FUNDING CRITERION

Currently, the selection criteria for the HEP and CAMP grants consist of 100 points divided into 8 major categories. These categories include recruitment, plan of operation, objectives and activities, and others. However, within this current system there is no provision for rewarding projects which demonstrate successful past performance. Selection of projects to be funded is primarily based on grantsmanship and not on a proven track record of successful operation. As a general rule, other student services programs within the Department of Education recognize past performance by awarding up to 40 points to projects which have proven to be successful in meeting their stated goals and objetives. We recommend consideration be given to applying this provision to HEP and CAMP.

NEED FOR ADDITIONAL FUNDING

Although the number of migrant students eligible for HEP and CAMP continues to increase, funding for these programs has remained relatively unchanged. In fact, based on statistics derived from the U.S. Department of Education, a smaller percentage of migrant students are served each year. This decrease is as a result of inflationary costs and an increase of eligible students. For example, for fiscal year 1984 there were 2,800 students served by 20 HEP projects and 710 students served by 10 CAMP projects. For fiscal year 1985, there is 2,900 students to be served by 23 HEP projects and only 440 students to be served by 5 CAMP projects. The decrease in CAMPs is due to a decrease in appropriations for CAMP although there were an estimated 8,000 migrant high school graduates this past June.

Over the past 18 years of existence, HEP and CAMP have served an estimated 50,000 individuals. Of the HEP participants, 85 percent of them have received their GED, and 90 percent are successfully placed in a college or university, technical or vocational school, training, or employment. For CAMP, 88 percent of the students successfully complete their freshman year with an average Grade Point Average of 2.3, based on a 4.0 scale.

The HEP and CAMP programs have reached a period of prominence such that for the first time, the U.S. Department of Education has funded for 1985 a national evaluative research project. Based in California, this project is charged with determining the effectiveness and long range impact these programs have had with the students they have served.

This evidence suggests that these are model U.S. Department of Education programs with a proven track record of success. Increased appropriations for HEP and CAMP would not only serve the best interests of those students needing the services but more importantly, it would serve as a sound investment in the future of this great nation. On behalf of the migrant/seasonal farmworker students of this country, the National HEP and CAMP Association wishes to express it's gratitude to members of this committee for it's continued support of these programs. Through HEP and CAMP, thousands of individuals have been able to effectively utilize education as a vehicle to help determine and shape their future and, in turn, this has enabled them to significantly contribute to the welfare of our country.

In summary, the National HEP and CAMP Association submits the following recommendations to be added to the language of the Higher Education Act:

a. Except under the extraordinary circumstances, the Secretary shall award grants for three-year period.

b. The Secretary shall include a factor which will recognize superior performances from established projects in providing services to the migrant and seasonal farmworker students.

c. The Secretary shall not increase the number of projects when there is no substantial increase in funds appropriated for these projects under their support.

d. There is authorized to be appropriated $12,000,000 for fiscal year 1986; $14,000,000 for fiscal year 1987; $16,000,000 for fiscal year 1988; $18,000,000 for fiscal year 1989; and $20,000,000 for fiscal year 1990 to carry out the provisions of this subpart.

Thank your for this opportunity to speak to you in behalf of the National Association and the 50,000 persons served by HEP and CAMP Programs.

Mr. FORD. Your statement will be printed in full in the record. Proceed to add to it, supplement it, highlight it, comment on it in any way you wish.

Mr. DIAZ. Good afternoon, Mr. Chairman, committee members. My name is Raul Diaz. I am the director of the College Assistance Migrant Program at California State University, Fresno, CA.

Currently I am also serving as president of the National Association of High School Equivalency Programs, HEP, and College Assistance Migrant Programs, CAMP.

In 1967 HEP was established to meet the educational needs of the migrant student who, due to several factors, dropped out of high school and later made a decision to return to complete school.

In 1972 CAMP was created to facilitate access to institutions of higher education for the migrant farmworker who had completed high school.

Together, these programs have served as models for a national secondary and postsecondary assistance program for the migrant seasonal farmworker.

Earlier this year the HEP/CAMP Association submitted to this subcommittee its recommendations for the reauthorization of the Higher Education Act. Rather than review the total list of recommendations, I will highlight for you these issues identified by the association as being most critical to the continued success and enhancement of the HEP's and CAMP's.

In conclusion I will list our current recommendations for changes in the Higher Education Act affecting the quality and stability of HEP and CAMP Programs.

The three basic issues I will address this afternoon are, No. 1, the need for multiyear funding for HEP's and CAMP's; No. 2, the consideration of past performance as a selection criterion for HEP and CAMP funding; and No. 3, the need for increased appropriations for HEP and CAMP Programs.

Since fiscal year 1980 the funding for HEP and CAMP has been on an annual basis. As a result, all proposals submitted are viewed as one year proposals with no assurance for continued operation beyond the first year.

This policy has proven to be extremely detrimental to program operations by making it difficult for programs to design program objectives over a span of more than 1 year. Further, it leads to lack of continuity in staffing, staff development and student follow-through.

Multiyear funding for HEP and CAMP would greatly improve the development of long range program goals which will ultimately translate into an improved delivery system of services to students.

Currently the selection criteria for the HEP and CAMP grants consist of 100 points divided into eight major categories. These categories include recruitment, plan of operation, objectives and activities, and other categories.

However, within this current system there is no provision for rewarding projects which demonstrate successful past performance.

Selection of projects to be funded is primarily based on grantsmanship and not on a proven track record of successful operation.

As a general rule, other student services programs within the Department of Education, such as TRIO, recognize past performance by awarding up to 40 points to projects which have proven to be successful in meeting their stated goals and objectives. We rec-

ommend consideration be given to applying this provision to HEP and CAMP.

On the need for additional funding, although the number of migrant students eligible for HEP and CAMP continues to increase, funding for these programs has remained relatively unchanged. In fact, based on statistics from the U.S. Department of Education, a smaller percentage of migrant students are served each year.

This decrease is a result of inflationary costs and an increase of eligible students. For example, for fiscal year 1984 there were 2,800 students served by 20 HEP projects and 710 students served by 10 CAMP projects. For fiscal year 1985 there is an estimated 2,900 students to be served by 23 HEP projects and only 440 students to be served by 5 CAMP projects, which is an estimated 5 percent of the total eligible population.

The decrease in CAMP's is due to a decrease in appropriations for CAMP, although there were an estimated 8,000 migrant high school graduates this past June.

Over the past 18 years of existence, HEP and CAMP have served an estimated 50,000 individuals. Of the HEP participants, 85 percent have received their GED, and 90 percent are successfully placed in a college or university, a technical or vocational school, training, or employment. For CAMP, 88 percent of the students successfully complete their freshman year with an average grade point average of 2.3 based on a 4 scale.

The HEP and CAMP Programs have reached a period of prominence such that for the first time the U.S. Department of Education has funded for 1985 a national evaluative research project. Based in California, this project is charged with determining the effectiveness and long range impact these programs have had with the students they have served.

This evidence suggests that these are model U.S. Department of Education programs with a proven track record of success.

Increased appropriations for HEP and CAMP would not only serve the best interests of those students needing the services, but more importantly, it would serve as a sound investment in the future of our country.

On behalf of the migrant/seasonal farmworker students of this country, the National HEP/CAMP Association wishes to express its gratitude to members of the subcommittee for its continued support of our programs.

Through HEP and CAMP thousands of individuals have been able to effectively utilize education as a vehicle to help determine and shape their future, and in turn this has enabled them to significantly contribute to the wealth of our country.

In summary, the National HEP and CAMP Association submits the following recommendations to be added to the language of the Higher Education Act:

One. Except under extraordinary circumstances, the Secretary shall award grants for a 3-year period.

Two. The Secretary shall include a factor which will recognize superior prior performances from established projects in providing services to the migrant and seasonal farmworker students.

Three. The Secretary shall not increase the number of projects when there is no substantial increase in funds appropriated for these projects under their support.

Four. There is authorized to be appropriated $12 million for fiscal year 1986; $14 million for fiscal year 1987, $16 million for fiscal year 1988; $18 million for fiscal year 1989; and $20 million for fiscal year 1990, to carry out the provisions of this subpart.

Thank you for the opportunity to speak to you, and I will answer any questions.

Mr. FORD. Thank you very much.

I see that we have been joined back here by a lady who doesn't look old enough for me to call her the "mother of this program," but she has certainly been the big sister.

In your testimony you mentioned that in 1973 the program was spun out of OEO into the Labor Department. In 1973 the OEO was being dismantled and the Agricultural-Labor Committee of the Education and Labor Committee recommended that HEP and CAMP go over to the Labor Department as a part of the agricultural labor division.

It was over there without clearly identified funding and in a couple of years a Secretary decided not to fund it, and the lady sitting back here in the corner in no time at all had 175 Members of Congress sign a letter to the President, and they changed that decision.

We subsequently amended the law so that he had no choice about funding it. But there have been all kinds of neat ideas about eliminating it by people who don't know what it does over the years, and fortunately there are committed—I know she knows that I mean this in a complimentary way—hillbillies from West Virginia who catch them at it and use persistence and love to beat them.

And I think that the record, no better place than here, ought to show the contribution that Pat Rissler made to keeping this program alive in perhaps its darkest hour.

Patrick is smiling because he worked for her for a while and he knows that she is a tough gal.

The next one is Patrick Mason, and I want, for the record, to tell the members of the committee something about Patrick.

In 1976 he was an orange picker first class in Florida with a family that moved in the migrant stream, and entered St. Edwards University through the HEP/CAMP program.

As a CAMP student, finished his BA in 3 years. In the summer between his junior and senior years he interned with this committee for the summer and he was the president, as I recall, at that time, or vice president of the student body in the following senior year.

I am told by the university that he learned the Washington ways so well that when he became an officer of the student body he had an administrative assistant, just like the Members of Congress.

When he graduated, he entered the University of Michigan and has earned a masters degree in Economics. So, Patrick is now, I assume, one of those funny people we call economists.

He is now employed as an analyst with the United Negro College Fund and is completing the work for his Ph.D. in economics at the new School of Social Research in New York City.

Patrick, it is a pleasure to see you after all this time, even though you look like a pretty slick dude with those fancy clothes since you have gone to New York.

You may proceed to comment on your testimony.

[The prepared statement of Patrick L. Mason follows:]

STATEMENT OF PATRICK L. MASON, FORMER COLLEGE ASSISTANCE MIGRANT PROGRAM PARTICIPANT

I would like to begin by giving thanks to this subcommittee and its honorable Chairman for allowing me the opportunity to come before you today.

Currently, I am an employee of the United Negro College Fund, Inc., as well as a Ph.D student in economics at the New School for Social Research in Manhattan. I consider these two activities a part of my second career. My first "career" lasted slightly more than 14 years: from the fall of 1962 when I was just over four years of age, to the winter of 1977, when I had to pick oranges for the last time in order to pay to my return to St. Edwards' University after the Christmas break.

Students from migrant/seasonal farmworker backgrounds learn about long hours, hard work, and trying times rather early in life. We quickly learn that sheer physical strength alone is not sufficient to get one through 10 hours of walking up and down a 22 foot ladder with a 10 lb. sack of oranges on your shoulder, or the continuous bending and stooping and crawling in muck to lift one-half bushel buckets of tomatoes and cucumbers, or the constant catching and throwing of extra-large striped watermelons. (I would also ask this subcommittee to bear in mind that these and similar activities are carried out in areas of the country, such as Florida or South Texas, where midday heat and humidity can easily become too stifling for any form of physical exertion.) The extra ingredients needed for survival in this, America's most demanding form of employment, are generally labeled persistence, stick-to-it-tiveness, desire, mental toughness, etc. In short, one simply develops the mentally correct attitude and heart to survive and rise above difficult situations.

The secret of the HEP/CAMP success story for people such as myself and others was the ability of these programs to sharpen, redirect, and tightly focus these skills on achieving excellence in a collegiate environment, as opposed to merely surviving in orange groves, peach orchards, and beet fields. CAMP's commitment to mandatory tutoring, facilitators, and guidance counselors familiar with the backgrounds and problems of migrant/seasonal farmworkers all helped to allow students to quickly and successfully become complete participants in the total campus life.

During the time I was a student at St. Edward's, CAMP and former CAMP students were not only involved in student government, the student newspaper, the university-wide academic and student affairs councils, but we also made a point of thoroughly enjoying ourselves in the intramural sports program. Significantly, during my last year at St. Edward's, a former CAMP student was elected President of the student government. On a more personal note, I was greatly surprised and honored that my fellow classmates decided to nominate me for Man of the Year in 1980, despite the fact that after having graduated one year ahead of schedule I was already in graduate school at the University of Michigan and had not been on campus for nearly a year.

The accomplishments of students from the HEP/CAMP programs have not been limited to their brief years in college. Among the individuals that I have been able to maintain contact with since leaving the CAMP program are a psychologist, a law graduate, several teachers, an accountant, two criminal justice professionals, and other involved in the business world. Moreover, at some point in the not too distant future, I hope to be the second former CAMP student from St. Edward's University to acquire a Ph.D in economics.

Although I have not calculated the present value of my lifetime stream of net earnings that are attributable to my college education, a quick review of my 1984 tax return, or for that matter, a mere fleeting glance at my check stub as 30% of my salary goes for federal, state, and local income taxes, conclusively demonstrates that America receives an envious rate of return on its investment in CAMP students. It is my fondest wish that this subcommittee and Congress will continue to allow America to take advantage of this high performance, low risk investment vehicle.

Thank you for your time and attention.

Mr. FORD. I might also say he was a very good softball player. He was on the "Ford's Tigers" that summer when we had a virtually undefeated season.

Mr. MASON. Thank you.

I would like to begin by saying thank you to the subcommittee and to its honorable chairman for allowing me to come before you today.

Currently, I am an employee of the United Negro College Fund, as well as a Ph.D. student in economics at the New School for Social Research in Manhattan. I consider these two activities as a part of my second career.

My first career, if you will, lasted slightly more than 14 years, from the fall of 1962 when I was just over 4 years of age, to the winter of 1977 when I had to pick oranges for the last time in order to pay for my return trip to St. Edwards after the Christmas break.

Students from migrant/seasonal farmworker backgrounds learn about long hours, hard work and trying times rather early in life. We quickly learn that sheer physical strength alone is not sufficient to get one through 10 hours of walking up and down a 22-foot ladder with a 100-pound sack of oranges on your shoulders, or the continuous bending and stooping and crawling in muck to lift one-half bushel buckets of tomatoes and cucumbers, or the constant catching and throwing of extra large striped watermelons.

I would also ask this subcommittee to bear in mind that these and similar activities are carried out in areas of the country, such as Florida or south Texas, where midday heat and humidity can easily become too stifling for any form of physical exertion.

The extra ingredients needed for survival in this, America's most demanding form of employment, are generally labeled persistence, stick-to-it-tiveness, desire, mental toughness, et cetera.

In short, one simply develops the mentally correct attitude and the heart to survive and rise above difficult situations.

The secret of the HEP/CAMP success story for people such as myself and others was the ability of these programs to sharpen, redirect, and tightly focus these skills on achieving excellence in a collegiate environment, as opposed to merely surviving in orange groves, peach orchards, and beet fields.

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During the time I was a student at St. Edwards, CAMP, and former CAMP students were not only involved in student government, the student newspaper, the universitywide academic and student affairs councils, but we also made a point of thoroughly enjoying ourselves in the Intramural Sports Program as well.

Significantly, during my last year at St. Edwards a former CAMP student was elected president of the student government.

On a more personal note, I was greatly surprised and honored that my fellow classmates decided to nominate me for man of the

year in 1980, despite the fact that after having graduated 1 year ahead of schedule I was already in graduate school at the University of Michigan and had not been on campus for nearly a year.

The accomplishments of students from the HEP/CAMP Programs have not been limited to their brief years at college.

Among the individuals that I have been able to maintain contact with since leaving the CAMP Program are a psychologist, a law graduate, several teachers, an accountant, two criminal justice professionals, and others involved in the business world.

Moreover, at some point in the not too distant future I hope to be the second former CAMP student to acquire a Ph.D. in economics.

Although I have not calculated the present value of my lifetime stream of net earnings that are attributable to my college education, a quick review of my 1984 tax return, or for that matter a mere fleeting glance at my check stub as 30 percent of my salary goes for Federal, State, and local income taxes, conclusively demonstrates that America receives an envious rate of return on its investments in CAMP students.

It is my fondest wish that this committee and Congress will continue to allow America to take advantage of this high performance, low risk investment vehicle.

Thank you for your time and for your attention.

Mr. FORD. Thank you very much.

Hilda Crespo.

[The prepared statement of Hilda Crespo follows:]

PREPARED STATEMENT OF HILDA CRESPO, EDUCATION DIRECTOR, ASPIRA OF AMERICA

My name is Hilda Crespo and I am Education Director for Aspira of America. Aspira of America is one of the largest Hispanic organizations in the nation and has a long history of advocacy for improved educational opportunities for Hispanics. Over the last several years Aspira has administered five Talent Search projects as well as one Upward Bound project. Aspira operates educational outreach centers in New York City, Philadelphia, Chicago, and Puerto Rico. Over 14,000 students per year are provided educational counseling services by Aspira. I am honored to come before the Subcommittee on behalf of the Hispanic Higher Education Coalition. The Hispanic Higher Education Coalition, composed for fourteen national Hispanic organizations, is a membership organization concerned with the postsecondary education needs of our diverse Hispanic communities. The principal goal of the Coalition is to promote the increased participation of Hispanic Americans in higher education. The Coalition recognizes that higher education is the key to addressing the issues of discrimination, unemployment, and other problems presently facing our community. The Coalition also recognizes that unless the number of Hispanics in postsecondary education is increased, we will not develop the future leaders and professionals to deal with the complex issues facing this, the fastest growing population in the country. Finally, the Coalition recognizes that, while the numbers of Hispanics in higher education must be increased, we must enhance the quality of education our students are receiving so they will be adequately prepared for tomorrow's challenges. In short, the human capital and intellectual resources represented by this largely bilingual and bicultural population will remain largely untapped unless concerted policy attention is given to the improvement of educational opportunity for Hispanic students.

Given the above, we are grateful to the Subcommittee and its Chairman for extending the invitation to testify on the Title IV TRIO Program. These Special Programs for students from Disadvantaged Backgrounds have greated facilitated the access into postsecondary education and the college retention of many Hispanic youth. These programs, and in particular the Talent Search program, have been critical in disseminating information regarding postsecondary education opportunities and providing necessary outreach support to Hispanic youth. The Coalition's testimony is designed to provide recommendations which can facilitate the provision

of these important services to our communities in a manner that we believe is consistent with the intent of these programs.

SUBPART 4—SPECIAL PROGRAMS FOR STUDENTS FROM DISADVANTAGED BACKGROUNDS

Though the TRIO programs have provided important services to many Hispanic communities, there is a two-pronged thrust in the recommended changes for TRIO: (1) to increase the TRIO services and program dollars that reach the Hispanic community and (2) to focus TRIO services more directly to meet the educational needs of Hispanics and others who live under similar regional and institutional environments.

In addition to the changes in law, our recommendations should be prefaced by the concern that there is a serious underutilization of Hispanics within the management staff of the Division of Special Programs that oversees the TRIO programs, and clearly within the entire Department of Education. The program monitors, auditors, and developers of regulations need to reflect, and be sensitive to, the perspectives of various regions of the United States, including the Midwest, Northeast, West, Southwest and other regions where Hispanics are programmatically underrepresented.

A change is recommended in Sec. 417A. (b)(2) which would add additional weight in evaluating prior service to meeting the regional needs addressed by TRIO programs:

Sec. 417A. (b)(2) In making grants and contracts under this subpart, the Secretary shall consider the prior experience of service delivery under the particular program for which funds are sought by each applicant *and will evaluate the extent to which the project has contributed to meeting the regional needs addressed by this subpart, as well as other performance indicators as the Secretary deems appropriate.*

To support many of the changes recommended herein a substantial increase in appropriations and authorization of funds is indicated. These increases are necessary to create a critical mass of support that is required to reserve the negative trends over the past decade in the participation rates of Hispanics, blacks and other disadvantaged groups in postsecondary education. It has been widely acknowledged that the current level of appropriations in inadequate to meet the needs of more than 10 percent of the disadvantaged population eligible for, and in need of, these services.

Sec. 417A. (c) For the purpose of making grants and contracts under the subpart there are authorized to be appropriated *$800,000,000* for fiscal year *1986* an such sums as may be necessary for each of the succeeding fiscal years ending prior to October 1, *1989.*

TALENT SEARCH

The overwhelming majority of Hispanics enrolled in college are enrolled in 2-year colleges, and the majority of these are enrolled part-time. These students complete their 2-year degree objectives at rates as low as 3-6 percent, and their rates of transfer to 4-year institutions are even lower. Likewise, a large percentage of Hispanics enrolled in 4-year colleges are also enrolled part-time. This cohort is also very unlikely to complete the baccalaureate program. The addition of clauses (4) and (5) to Sec. 417B, (a), focuses Talent Search services on meeting the primary advisory and financial needs of these students:

Sec. 417B. (a) (4) *identify qualified youth currently enrolled part-time in postsecondary institutions and to provide such youth assistance in securing ample student aid to allow them to enroll full-time to complete their degree objectives;*

Sec. 417B. (a) (5) *to identify qualified youth currently enrolled in community colleges and to assist such youth in selecting appropriate courses and in securing ample student aid to facilitate transfering to four-year institutions upon the completion of the Associate Arts degree; and*

Hispanics and blacks have traditionally not competed well with other students in performance on the Scholastic Aptitude Test and the American College Test. This problem has been exacerbated by the wide-spread utilization of SAT preparation courses on the part of middle-class students through private schools, or occasionally through public school programs in middle-income neighborhoods. The Talent Search program should provide tutoring and instruction to prepare for the SAT, ACT or other placement instruments used within the state as a primary service of the program in addition to the services identified above, as indicated in the new clause below:

Sec. 417B. (a) (6) *to provide tutoring or instruction to prepare for college entrance or placement tests to youths who do not have access to such instuction within the*

schools in which they are currently enrolled, and, whether enrolled or not, do not have access to such instruction through a project supported by this subpart.

The above new clauses in subsection (a) preclude the need for the current subsection (b) which should be deleted:

Sec. 417B. (b) [A talent search project assisted under this subpart may include, in addition to the services described in paragraphs (1), (2), and (3) of subsection (a), tutorial services for youths being encouraged to undertake or reenter programs of postsecondary education if such tutorial services are not otherwise available to such youths through a project assisted under this subpart.]

UPWARD BOUND

The Upward Bound program should continue to provide the full range of services previously provided, but should include, as a required service, the instruction and tutoring to prepare for the SAT and ACT. Subsection (b) below will be inserted before the existing subsection (b) which will become subsection (c):

Sec. 417C. (b) *An upward bound project assisted under this subpart shall provide instruction or tutoring to prepare for college entrance tests to youths who do not have access to such instruction within the schools in which they are currently enrolled, and do not have access to such instruction through a project supported by this subpart.*

Sec. 417C. (c) *In addition to the services identified in subsection (b), an upward bound project assisted under the subpart may provide services such as*—[*continues with clauses (1)–(9)*]

The existing subsections (c) and (d) will become subsections (d) and (e) respectively, and will remain unchanged.

SPECIAL SERVICES FOR DISADVANTAGED STUDENTS

The Special Services program is strategically important in the arsenal of tools to reduce the extremely high college dropout rates for Hispanics and other disadvantaged groups. Due to the part-time enrollment pattern of Hispanics, Special Services should focus more directly on meeting the advisement and student aid assistance to enable students to enroll full-time. The new subsection (b) below will be inserted before the existing subsection (b) of Sec. 417D. While we acknowledge that such services are allowed under current law, we hold that the high risk of part-time students warrants such special focus.

Sec. 417D. (b) *A special services project assisted under this subpart shall provide part-time enrolled students assistance in securing ample student aid to enable them to enroll full-time to complete their degree objectives.*

The existing subsection (b) will become subsection (c) and will remain essentially unchanged, except for an introductory phrase:

Sec. 417D. (c) *In addition to the services identifed in subsection (b)* a special services project assisted under this subpart may provide services such as—[continues with clauses (1)–(8)]

EDUCATIONAL OPPORTUNITY CENTERS

The Educational Opportunity Centers may provide a valuable service to Hispanics and others by focusing advisement services on community college students who intend to transfer to 4-year colleges and on 4-year college students who intend to pursue a graduate program upon completion of the baccalaureate degree. Paragraph (1), within Sec. 417E. (a), has been modified to include language with the intent to meet this need:

Sec. 417E. (a) (1) to provide information with respect to financial and academic assistance available for individuals desiring to pursue a program of postseconday eduation [; and] *or to continue their education to a more advanced undergraduate degree or graduate degree;*

The need for the above change in focus may be more apparent when related to a recent decision by the Department of Education to discontinue funding of an 11-year-old EOC project, administered by UCLA, largely because of the stated ineligibility of community college students who were targeted to receive assistance to transfer to 4-year colleges. Through a series of policy decisions, and proposal evaluation decisions, predicated on related policies, the state of California, in which resides 31 percent of all Hispanics, no longer enjoys the services of an EOC project. The Northest region, which also has heavy concentrations of Hispanics, likewise has experienced difficulties in having EOC programs funded.

Paragraph (2) will remain unchanged. In order to better focus on state-defined priorities for rectifying the underenrollment of minorities within each state, a state planning activity for information dissemination, largely supported by the state, will be addressed within the proposed paragraph (3) below. This planning activity will facilitate improved coordination of the services traditionally provided by EOE.

Sec. 417E. (a)(3) *to assist in planning a statewide system of information dissemination with respect to student aid and academic assistance available to undergraduate and graduate students in coordination with state-defined priorities to rectify the underenrollment of state residents.*

Given that EOC's serve adults who may never have taken the SAT or ACT, or who may have performed poorly in such tests, assistance in preparation for college entrance tests should also be provided by EOC's both for undergraduate and graduate level matriculation, as well as counseling to assist students to complete their undergraduate degree, as proposed in the following changes to subsection (b):

Sec. 417E. (b) An educational opportunity center assisted under this subpart may provide, in addition to the services described in clauses (1) [, and] (2) *and (3)* of subsection (a), [tutorial and counseling services for persons participating in the project if such tutorial and counseling services are not otherwise available through a project assisted under this subpart.] *such services as—(1) instruction or tutoring to prepare for undergraduate or graduate college entrance tests; (2) counseling services to college enrolled students to assist them in completing their degree requirements, when such counseling services are not otherwise available through a project assisted under this subpart.*

In order to endure the support of state higher education planning agencies to carry out the planning objective of this subpart, the following new paragraph will be added to subsection (c):

Sec. 417E. (c)(4) *require an assurance that the state postsecondary department will provide support as part of the 25 percentum matching requirement in developing a statewide plan which specifies priority needs to rectify the underenrollment of state residents in undergraduate and graduate postseconday institutions.*

Mr. Chairman and Members, I thank you for the opportunity to testify before the Subcommittee. The Coalition welcomes the chance to share our recommendations regarding TRIO and is hopeful that these important programs will be strengthened and thus be able to better serve our students.

Ms. CRESPO. Mr. Chairman, members of the subcommittee, my name is Hilda Crespo and I am director of Education for Aspira of America.

Aspira of America is one of the largest Hispanic organizations in the Nation and has a long history of advocacy for improved educational opportunities for Hispanics.

Aspira has administered five Talent Search projects and one Upward Bound project. Aspira operates educational outreach centers in New York City, Philadelphia, Chicago, and Puerto Rico.

Over 14,000 students per year are provided with educational counseling services by Aspira.

I am honored to come before this subcommittee on behalf of the Hispanic Higher Education Coalition. The Hispanic Higher Education Coalition is composed of 14 national Hispanic organizations and is a membership organization concerned with the postsecondary education needs of the diverse Hispanic communities.

The principal goal of the coalition is to promote the increased participation of Hispanic Americans in higher education. The coalition recognizes that unless the number of Hispanics in postsecondary education is increased, we will not develop the future leaders and professionals we need to deal with the complex issues in the future.

Finally, the coalition recognizes that while the numbers of Hispanics in higher education must be increased, we must enhance the quality of education our students are to receive so that they can be adequately prepared for tomorrow's challenges.

Given the above, we are grateful to the subcommittee and its chairman for extending the invitation to testify on title IV TRIO Programs.

Before I go on, I would like to indicate that the Hispanic community has a vested interest in TRIO Programs in that it serves as a vehicle for access to higher education for many Hispanics, and I would like to note that the coalition is seriously concerned about underrepresentation of Hispanics in the management staff of the Division of Special Programs that oversees the TRIO Programs and also the entire Department of Education.

The recommendations that we are recommending are twofold; one, to increase the TRIO services and program dollars that reach this Hispanic community; and two, to focus TRIO services more directly to meet the unique educational needs of Hispanics and others who live in similar regional and institutional environments.

One, under prior experience, the coalition recommends that added additional weight be given to projects that have contributed to meeting the regional needs of particular areas; and two, with the recommendations that we have proposed we recommend that the authorization level be $800 million for the fiscal year 1986 and such sums that may be necessary for each succeeding fiscal year prior to October, 1989.

Under Talent Search, the coalition recommends that program services be expanded to include servicing part time students to encourage and allow them to enroll fulltime to complete their degree objectives; and two, to identify qualified students enrolled in community colleges to facilitate their transferring to 4-year institutions upon completion of associate degrees.

And we want to put special emphasis on this because the majority of Hispanics are enrolled in 2-year community colleges, and the graduate rate and transfer rate is less than 6 percent.

So, if you take that into consideration, Hispanics are in serious trouble when it comes to education, when you look at our graduation rate from the community colleges.

Three, the coalition recommends providing tutoring and instruction to prepare students for college entrance and placement tests for youth who would not normally have access to such instruction.

Students that would qualify for Talent Search do not have the luxury to enroll in private programs that provide such instruction.

Under Upward Bound, the coalition recommends that program services be expanded to provide instruction or tutoring to prepare for college entrance tests.

And under Special Services for disadvantaged students, the coalition would like to point out that this program is a viable resource to reduce the high school dropout rate in the Hispanic community and would like to expand the services to include servicing part-time students, to assist them in securing financial aid to enable them to enroll fulltime to complete their degree.

Under Educational Opportunity Centers, the coalition would like to expand this service to provide information with respect to financial aid and academic assistance for not only undergraduate students but graduate students. So, in this area we are talking about not only servicing students to enroll in postsecondary institutions but also servicing students at the community college level and also

servicing students to encourage them to enroll in graduate programs.

The coalition would like to note that recently an 11-year project at UCLA was defunded because they were servicing students that were already enrolled at a community college, and this program serviced over 10,000 students.

So, now the State of California is without the services of an EOC Program.

In addition, the coalition would like to see the charge for EOC increased to include to assist in planning a statewide system of information dissemination with respect to student aid and academic assistance available to undergraduate and graduate students in coordination with State defined priorities to rectify the underenrollment of State residents.

The coalition recommends that a 25 percent matching requirement be required in developing a statewide plan in rectifying the problem of underenrollment at the State level.

In addition, the coalition recommends the following services be increased:

One, instruction or tutoring to prepare undergraduate students and graduate students to take their placement and entrance tests; two, counseling services to college enrolled students to assist them in completing their degree requirements when these services are not normally provided to them.

I would like to thank Mr. Chairman and Members of Congress on behalf of the coalition in sharing our recommendations regarding TRIO.

Mr. FORD. Thank you very much.

I am struck by your recommendation that students in community colleges be within the ambit of the Talent Search Program. That is the one you are referring to?

Ms. CRESPO. Yes.

Mr. FORD. Statistically, we know that 72 percent of all Hispanics who are in any kind of postsecondary education in the country are in 2-year colleges. A majority of all blacks who are attending any kind of college in the United States, including all of the 3,000 colleges in the United States, are attending community colleges. And you are correct that the present structure assumes that they are like other people in the community colleges, although as you indicate only 6 percent of the Hispanics go on to complete a full college education.

I am very anxious to see whether or not that could be done without putting an excess strain on the program, and we thank you for bringing that to our attention.

Mr. McKernan.

Mr. MCKERNAN. The first question I have is for

Ms. CRESPO. I asked the first panel if they had to choose among the various TRIO Programs if there was not sufficient funding, although perhaps a little bit more than last year, is there any different way that you would divide up the money among those programs?

Ms. CRESPO. The coalition would recommend an authorization level of $800 million.

Mr. McKERNAN. I don't blame them, but assuming we don't get that, if you had to divide up the existing funds, would you have any different allocation among the programs that you feel would benefit the members of your coalition more than the way the programs are now funded?

Ms. CRESPO. The coalition feels that the budgeted amounts for the existing programs is not adequate at this point, so you cannot—there is no way you could distribute funds in a different way that would make them more adequate.

Mr. McKERNAN. OK. Patrick, how did you end up in the HEP/CAMP Program? Just how did you become a part of the program, how were you discovered or how did you finally get to St. Edwards?

Mr. MASON. The program was brought to my attention by a teacher who happens to live in the neighborhood, and he told me about the program or he mentioned the availability of the program, because apparently the teacher had met one of the field representatives of the program and that representative told him and he told me.

Mr. McKERNAN. And from your experiences and others who have been involved in the program, is that the way most of them found out about the program?

Mr. MASON. Generally from the field representatives of the program that were there recruiting, disseminating information.

Mr. McKERNAN. Field representatives from whom?

Mr. MASON. From the HEP/CAMP Program and from—there was also at the time a representative who was not associated with HEP/CAMP but who knew of the program. She was involved with the State of Florida. I forget exactly which department. But she knew the program was very valuable and since she herself had come from a migrant labor background and was very knowledgeable of the State, she took it upon herself to disseminate information as much as possible.

Mr. McKERNAN. Procedurally, once you found out about it, how did you go about trying to get into it?

Mr. MASON. Once I found out about it, it was a process of filling out the application, the forms, the various forms and sending those forms in to St. Eds.

Mr. McKERNAN. Mr. Diaz, you talk about the past experience criteria that you feel ought to be beefed up, I gather. You talk in your testimony about how applications or grant applications, that is, not applications from people like Patrick, but grant applications, are rated on a 100 point system divided into 8 major categories. Success doesn't have anything to do with that?

Mr. DIAZ. No. At this point the 100 point criteria mentioned addresses adequacy of resources, program operation, activities and others, but past performance is not recognized in that selection criterion, and that we feel is a major disadvantage for continuity of programs.

Your performance reports are not even looked at. It is not part of the criterion.

Mr. McKERNAN. Now, you said performance reports. Is there a requirement as part of the grant process that there be a performance report issued by somebody at end of the year?

Mr. DIAZ. At the end of the year, yes. But because these are annual grants, the review of the applications for the following year is conducted prior to the end of the grant year, so there is no way you can base your performance on that. And that is why we recommend first and foremost that a multiyear approach be incorporated into the HEP and CAMP funding; and two, and simultaneously with that, would be the points for past performance.

Mr. MCKERNAN. You don't think that realistically performance is taken into consideration if somebody is applying who has already received a grant?

Mr. DIAZ. I am an example. Our program had been in existence at 4 years at Fresno, CA and we will not be funded this coming year. We have had a success rate of 82 percent of our students have successfully completed our program. We have had graduates of Fresno State University this year. But yet that was not taken into account.

Mr. MCKERNAN. What were your performance reports like at the end of each year?

Mr. DIAZ. Just what I cited. We met our objectives that were stated in our grant and they were submitted timely, in a timely fashion.

Mr. MCKERNAN. Who does the performance report?

Mr. DIAZ. The project director responsible for that performance report.

Mr. MCKERNAN. In other words, your project?

Mr. DIAZ. Yes.

Mr. MCKERNAN. And you send the performance report——

Mr. DIAZ. To the Department of Education.

Mr. MCKERNAN. Did they give you any reason why they don't want to continue your program?

Mr. DIAZ. Unfortunately, it is like I mentioned in my testimony, it is based on grantsmanship, on how well the proposal is laid out; other factors that affect the arrangement of the proposals this time around and definitely this time around was the decrease of appropriation.

Last year, fiscal year 1984 there was an original appropriation of $1.2 million for CAMP. Through leadership of a certain Senator from Oregon, there was the additional $750,000 that were appropriated to CAMP, therefore allowing 4 more CAMP's to be funded. That is, a total of 10.

The appropriations for fiscal year 1985 was back to the $1.2 million, which brought the programs down to only five to be funded.

Mr. MCKERNAN. I appreciate that. Coming from Maine, you can imagine that we don't have a big demand for most of these programs, but I appreciate your testimony.

Mr. DIAZ. You do have a HEP Program in your State.

Mr. MCKERNAN. That is right.

Mr. FORD. The combination of both HEP and CAMP is only about $7 million a year.

Patrick, you were recruited in Florida. How did you end up at a school in Austin, TX?

Mr. MASON. Well, there wasn't a CAMP Program in Florida and so the information came to me about the program at St. Edwards and I decided that it looked like a pretty promising idea.

Mr. FORD. I might mention, Mr. McKernan, that St. Edwards is one of those schools that the Secretary refers to as an expensive private college. Run by the Brothers of St. Mary's, is it?

Mr. MASON. Brothers of the Holy Cross.

Mr. FORD. Brothers of the Holy Cross. It has been in existence for many years in Austin, TX, and it was at one time an exclusive boys' school for people from Central and South America who had money to send their boys to a fine college in the United States. They got into it very early during the OEO days because they had Spanish speaking faculty to a greater degree than some of the other colleges had and were in it successfully for a number of years, and then for some strange reason a couple of years ago they weren't funded. And the excuse given by the department then was, well, you have already proved that it works over these many years at St. Edwards and so we are now going to let somebody else try. That is because they wanted to spread it out further around the country than $1 million will go, and I guess St. Edwards was unfunded for one year, and then filed and they have been funded again. Is that correct?

Mr. MASON. Yes.

Mr. FORD. And the best we were able to track it down was a change in administration occurred at the school and they didn't put the attention that they had in their annual application, so they were treated as if they were brand new in the program, in spite of the fact that they are one of the oldest, most established programs in this particular area.

I think when they started there were only four in the whole country and all four of them started during the very early days, and then gradually a very few more came in.

In California, Stanford University, they run one at the Stanford campus in the summer, don't they?

Mr. DIAZ. No; not at Stanford. You mean at University of California at San Diego, there has been a CAMP. San Diego State University has had a CAMP.

Mr. FORD. A CAMP. But don't they run a HEP Program in the summer at Stanford, using Stanford campus? I don't know whether Stanford runs it.

Mr. DIAZ. That is through Migrant Education, title I, chapter 1, the 141 project.

Mr. FORD. That is how they finance it?

Mr. DIAZ. Yes.

Mr. FORD. But they run it the same as the HEP program.

Mr. DIAZ. A summer enrichment program, right.

Mr. FORD. That is also a high cost private institution, but they take them there for the summer and they live on the campus, and by the end of the summer they can take and pass the high school equivalency test. Because less than 10 percent of all children that we get on the computer as migrant education students graduate from high school. We have at the moment about 600,000 migrant children in the stream, on the computer at Little Rock, AR, and we know that less than 10 percent of them are going to graduate from high school, even though they are already in an education program, because when they get old enough for high school they are

old enough to pick and the pressure on them to leave school and get into the field is very, very strong.

Well, thank you very much to the panel for your preparation and your cooperation.

[Whereupon, at 4:05 p.m., the subcommittee was adjourned.]

[Additional material submitted for the record follows:]

NATIONAL ASSOCIATION HIGH SCHOOL EQUIVALENCY PROGRAMS,
COLLEGE ASSISTANCE MIGRANT PROGRAMS,
Fresno, CA, August 30, 1985.

Congressman WILLIAM D. FORD,
Chairman, Subcommittee on Postsecondary Education, Cannon House Office Building, Washington, DC.

DEAR MR. CHAIRMAN: In reviewing my testimony before your subcommittee on July 24, 1985, I would like to make the following changes in the recommended authorization level for HEP and CAMP:

	Millions
HEP:	
1987	$9
1988	11
1989	13
1990	15
1991	17
CAMP:	
1987	3
1988	3.5
1989	4
1990	4.5
1991	5

I would like to request that these changes be incorporated as part of my testimony. Thank you for your support of the HEP and CAMP programs.

Sincerely,

RAUL Z. DIAZ,
President.